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ABSTRACT

Proceedings of the first National Conference on Academic Advising, sponsored in 1977 by the University of Vermont, are presented. Among the 36 papers presented are the following: "Making Advising Work: Basic Elements in Developing and Implementing a Successful Academic Advising Program" (David S. Crockett); "A Community College Academic Advisor's Model" (Carol A. Davis); "Retaining Students Through Centralized and Undeclared Advisement" (Carol R. Patton); "The Changing Nature of Academic Advising" (Edward L. Jones); "Video Materials for Academic Advisement and Career Choices" (Lowell M. Walter); "Data Processing: Aid to Academic Advisement--A Non-Technical Approach" (Gerard F. Moseley); "Academic Advising Focused on Women and Their Needs" (Jan Korslund); "The Invisible Transfer Student" (Toni Trombley); "The Answer Place: Academic Advising in an Open Door, Multicultural and Multipurpose University" (Carolyn B. Smith); "Contract Learning and Portfolio Development as a Process for Academic Advising" (Mary L. Wade); "Advising Minority Students" (Robert Clayton, Andrew Goodrich); "Residence Hall Based Advising for Freshmen" (Derrell Hart, Alleen Deutsch, Elizabeth Rogers); "Peer Advising: A Panel" (Neil A. Bradley, Reginald Grier, Idonas Hughes); "Setting Goals for and Evaluating Academic Advising and Orientation Programs" (J. Richard Arndt); "Non-Traditional Students/Identity Crisis in Post-Secondary Education" (James Peitrovito); "The Assessment of Advising" (Howard C. Kramer); "Maximizing the Use of Faculty Advisors" (Thomas Grites, Joseph Metz); "Personalized Orientation for the Undeclared Major" (John Argeropoulos); and "Establishing a Study Skills Center in a University Setting" (Patricia Quinn). (SW)

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NATIONAL CONFERENCE ON ACADEMIC ADVISING

A Publication of Proceedings Prepared for The First Annual Conference

HELD AT
BURLINGTON, VERMONT
OCTOBER 16 - 19, 1977

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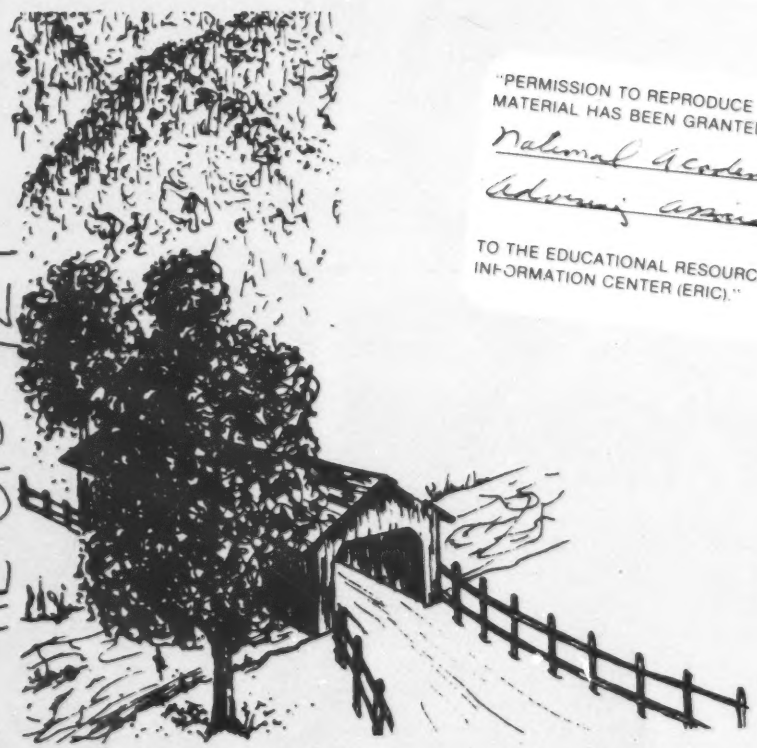

Edited by: Gina Rayfield, Alton D. Roberts and Toni Trombley

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FORWARD

As the Executive Steering committee finalizes plans for the Second Annual Conference on Academic Advising, it seems appropriate to compile and publish summaries of this historic first conference dealing with Academic Advising and Advisors in Higher Education.

The summaries included were prepared by the presenters from verbatim transcripts of their sessions. It is our hope that this document will be an comprehensive resource for conference participants as well as for those who could not attend.

Many of the authors sent us research documents, administrative/program formats, assessment forms, handbooks and other supportive work. Due to the cost of printing, these supplemental materials are not included with the summaries; however, if interested, please contact the authors directly.

Dr. Alton Roberts, Associate Director and John Smith, Assistant Director, Instructional Development Center, UVM, captured on film some of the conference highlights. We hope you will enjoy sharing with us this camera's eye-view of conference activities and people.

I am indebted to Ms. Gina Rayfield, who assisted me in editing and compiling the conference proceedings. She has devoted much energy and time to this important project.

Toni Trombley
Director, First National Conference on Academic Advising and Chairperson, Steering Committee, Second National Conference on Academic Advising

"MAKING ADVISING WORK: BASIC ELEMENTS IN DEVELOPING AND IMPLEMENTING A SUCCESSFUL ACADEMIC ADVISING PROGRAM"

Presenter: **Mr. David S. Crockett,** Vice President, Educational Services Division, The American College Testing Program

Academic advising has a long tradition in American higher education. Since there have been colleges and universities, students and faculty have interacted so that students could realize the maximum educational benefits available to them.

A good advising program doesn't just happen. It results whan an institution develops a working definition of the advising process and adheres to a set of principles which have proven successful in a variety of institutionsl settings.

Academic advising is a complex activity which should help students realize the maximum educational benefits. It accomplishes this by: (1) Helping students to clarify their values and goals, and to better understand themselves. (2) Helping students understand the nature and purpose of higher education. (3) Providing accurate information about educational options, requirements, policies, and procedures. (4) Helping students plan education programs consistent with their interests and abilities. (5) Assisting students in continual monitoring and evaluation of their educational progress. (6) Integrating the many resources of the institution to meet students' special educational needs and aspirations.

In briet, the academic advisor serves as a coordinator of the educational experience. The advisor needs the ability to help students define and develop realistic goals, to perceive their needs accurately, and to match these needs with appropriate institutional resources. This is best done in the context of a caring and trusting relationship.

BASIC ELEMENTS IN DEVELOPING AND IMPLEMENTING A SUCCESSFUL ACADEMIC ADVISING PROGRAM

Administrative Commitment to the Importance of Advising. The most important single factor contributing to strong advising programs is the commitment of the institution to the importance of the process. Good advising programs are not inexpensive; they require allocation of human, fiscal, and physical resources. Unless those in responsible positions believe that advising is an important and necessary educational service, and support that commitment both fiscally and psychologically, advising is likely to be neglected. There is no substitute for strong administrative support for an effective advising program.

A Well Articulated and Communicated Institutional Policy on Academic Advising. Basic to developing an effective program is deciding what the institution wants to achieve with its academic program and how it plans to implement the program. Questions which commonly need to be addressed include: (1) What are the advising needs of students? (2) Who will do the advising? (3) Are there advising needs which transcend individual departments and colleges? (4) Who is administratively responsible for the academic advising system? (5) How should advising services be delivered? (6) How should advisors be selected, trained, evaluated, and recognized (7) What is the relationship of the advising system to other support services? (8) Do those responsible for advising services have the authority to make the system work? (9) How will institutional resources be allocated?

Once the advising system is established, its purpose and procedures must be understood by administrators, faculty, and students. The ultimate success of any advising program is based to a large extent upon a common understanding of its purposes and mechanics.

Recognition of Good Advising. Advising is an activity which carries little or no recognition or reward in the reinforcement scheme of many institutions. Good advising, like good teaching, publication, and research, needs to be recognized. The type of reward system employed is obviously closely related to the importance placed on academic advising at any given institution. Administrators may reinforce good advising by a variety of means, including extra compensation, reduction in work load, paid in-service training, consideration of advising effectiveness in promotion/tenure decisions, and awards or other forms of public recognition. Although it is important not to overlook the intrinsic rewards an advisor may find in helping students, lack of some type of tangible reward system can impede effective academic advising.

Selection of Advisors. Advisors must be selected carefully. The major criterion in their selection is interest. It is a mistake to assign advising responsibility to those who have little or no interest in working with students in the advising relationship. It is equally important that the advisor express and demonstrate interest in students as persons and exhibit the characteristics of empathy, warmth, intuition, and flexibility. Those selected must also be willing to participate in advisor training programs, give advisees their time, perceive advising as an important function, and be knowledgeable about institutional resources, policies, and practices.

In-Service Training. By and large, institutions have done an inadequate job of training those involved in the advising process. Well planned and presented in-service training sessions can be very effective in improving the quality of advising.

Training sessions can be structured around the needs perceived as most important to advisors. The sessions can be made more meaningful and interesting by use of appropriate handout materials, presentations by campus experts (for example, by the Director of Counseling on basic counseling skills and techniques), videotape, and simulation and role playing. Training sessions and support materials can correct some common deterrents to effective advising: unfamiliarity with curricular offerings, core requirements, referral sources, job opportunities, available data sources; unfamiliarity with various administrative forms and procedures used in the advising process; inadequate understanding of the role of advisor; lack of basic advising and counseling skills.

Advising Handbook. Advisors cannot be expected to store all necessary information in their heads. An advisor handbook that is comprehensive, attractively done, and well indexed is an indispensable tool to good advising. Since it is important that the handbook be kept current, a loose-leaf notebook format is often desirable. An advising handbook might include statements of policy, descriptions of campus resources and procedures, information on advising skills and techniques, information on academic requirements, and samples of documents used in the actual advising process. As a general rule, advising handbooks contain too little information on the role of the advisor and and on techniques used in the advising process.

Good Information about Advisees. Good advising is built on the premise that an advisor can never know too much

about a student. The quality of an individual student's educational/career decisions increases directly with the amount of relevant information available to the student and the advisor. Students who make conscious and realistic career plans are most likely to persist. Therefore, all good advising programs have an information base for use by advisee and advisor during the advising process.

This information base is often in the form of an advising folder supplemented by appropriate outside reference sources. A typical advising folder might include the ACT Student Profile Report, the high school transcript, a college transcript or grade slips, planning worksheets, an anecdotal record of significant discussions, and other documents or materials helpful to the advising process.

Frequency and Quality of Student Contact. Dynamic advising programs are characterized by both frequent contacts between advisor and advisee. Good advising is not simply seeing a student once a semester or twice a year to approve a course schedule. Though daily contact is not necessary, many students need to see their advisors on a rather frequent basis. On occasion, advisors may need to be intrusive—to seek advisees out and invite them to discuss matters of common concern. Frequency of contact tends to strengthen the quality of the advisor-advisee relationship. The most fruitful contacts need not always take place in the advisor's office; they might take place in the advisor's home, in the student union, or in some other campus setting. A quality advising experience is an encounter in which the advisor and advisee discuss a wide range of topics relating to the student's life goals, educational/career goals, educational program, progress, and problems.

Advisors should plan to be available for conferences with advisees regularly throughout the semester. The following times are especially important: preregistration; prior to any change of courses or of major; following any report of unsatisfactory work; prior to withdrawal from college; when a student is experiencing personal, social adjustment, or academic problems.

Reasonable Student Load. Advisors, to perform effectively, must be assigned a reasonable advisee load. Too large an advisee load will inevitably result in unavailability, hurried meetings, not getting to know advisees on a personal basis, and in general, poor advising experiences for students. Determining a reasonable student load will, of course, depend on a number of variables such as teaching load, committee assignments, research and publication commitments, outside activity, and whether advising is a full-time or part-time responsibility.

Good Referral System. Successful advising is predicated on a good referral system. Many advisors refer too quickly without taking time to discuss the situation with a student fully before determining the best referral source. Clearly, the academic advisor should not attempt to be all things to all people. Every campus has a range of resources better equipped to assist students in certain situations than the academic advisor. The effective advisor makes full use of these resources. Because of the importance of referral, it is imperative that advisors be thoroughly familiar with the resources available and the referral procedures and process.

Advisee Satisfaction with the Advising Process. As the primary beneficiary of the advising process, the advisee must perceive the advising process in a positive manner. Student satisfaction is highly dependent on the quality of the advisee/advisor relationship, which in turn is dependent on a number of factors. The four major factors that students most frequently cite as important to them in the advising process are: accessibility, specific and accurate information, advice and counsel, and a caring and personal relationship with the advisor.

Evaluation. Advising programs require systematic and periodic appraisal. The first step in developing an evaluation system involves the establishment of measurable criteria. Such criteria might include, but not be limited to, length of contact, frequency of contact, topics discussed, accessibility, number of referrals, student satisfaction, number of registration errors, retention of advisees, and knowledge of the institution. Primary evaluation should be made by students; this should be supplemented with evaluation by an advisement supervisor or coordinator and with self-evaluation. Methods of evaluation generally include questionnaires, statistical data, and counts.

Appropriate Delivery System. Institutions often select an inappropriate delivery system for academic advising. What works well at one institution may not work well at another. Each institution should select the delivery system or combination of systems most appropriate for its situation and its student body. No single model of academic advisement has proved to be the most successful and workable. Even more important than the delivery system, however, are the institution's commitment to the process and the ability of the individual advisor.

"A COMMUNITY COLLEGE ACADEMIC ADVISOR'S MODEL"

Presenters: **Dr. Carol A. Davis,** Director of Student Development Services, Oakton Community College, Illinois

The development and implementation of an effective and dynamic advising program in a community college is an energetic undertaking and one that has become complicated and even more difficult since academic advising has evolved from course selection and scheduling into a comprehensive program which includes career counseling, exploration of life goals, scheduling, and a frequently unsaid responsibility to assist students in the development of their total potential. Presently there are very few comprehensive source materials which are available for reference.

The following guidelines are recommended to assist in the building of an advising program particular to your institution. The outline is designed to aid you in gathering information in a logical sequence which is pertinent to an effective advising program.

The specific information describes the Oakton Community College academic advising program and is provided as an example to guide you in the development of your program.

DEVELOPMENT OF A PROPOSAL FOR AN ACADEMIC ADVISING PROGRAM

1. Philosophical Base—The philosophical base of an advising program should reflect the philosophy of the college and the student development program.

Oakton's Philosophy

The Student Development Model practiced at Oakton Community College allows for an academic advisory program designed to assist the student in selecting a field of study which will facilitate him toward the development of his total potential. This concept provides for a team approach combining the professional competencies of Student Development faculty members and instructors so that the educational planning of students results from well-formulated goals and sound decisions. This process includes exploration of life goals, exploration of career choices, program choices, course selection, and scheduling of courses. The Student Development faculty member will primarily be involved in providing the counseling and guidance function designed to assist students in developing life and career plans. In addition, the counselor will act in a consultant role with faculty advisors. The faculty advisor will primarily assist students with specific program and course selection and, finally, peer counselors are responsible for scheduling of courses. These efforts require coordination and sincere cooperation since there is frequently much overlap.

2. *Demographic Data— Please complete the following in order to identify the number of students to be served and the available college resources to be utilized in the advising program:*

Oakton's Demographics

1. Full-time headcount	1926
2. Part-time headcount	4814
3. Number of full-time faculty	125
4. Number of part-time faculty	173
5. Number of counselors	12
6. Number of paraprofessionals	1
7. Number of peer counselors	9
8. Union or nonunion (please circle)	
9. Two-year college	___yes ___no

3. *Major Objectives*—Formulate the *major* objectives for the academic advising program in your community college.

Oakton's Objectives:

1. To provide students with an opportunity to do comprehensive educational and career planning and explore life goals.
2. To utilize faculty expertise as educational consultants.
3. To provide students with an opportunity to select appropriate courses and properly schedule classes.
4. To provide the opportunity to improve the quality of information services to Oakton students.
5. To reinforce the cluster college concept consistent with the Oakton Community College philosophy.

4. *Student Participation*— Decide on voluntary vs. mandatory student participation. Consider part-time and full-time students separately.

Oakton's Procedure:

All entering full-time students are invited to attend the Life and Career Planning Workshops, an all-day experience in which a student is asked to explore his life and career planning goals. A small group of students (ten to fifteen) work in this Life and Career Planning Workshop with a member of the Student Development faculty, another member of the faculty, and a peer advisor. During the workshop, each student receives information about Oakton, discusses life and career goals, and educational planning. Lastly, the student receives assistance in program and course selection, scheduling, and finally, registration. With this approach we hope that each full-time student is able to purposefully begin his academic career at Oakton Community College.

All continuing full-time students are invited by a faculty advisor to participate in the advising program. Each student receives a letter indicating a date and time when his advisor will be available to discuss a specific program and course selection. A continuing full-time student who feels adequately prepared to continue his own registration may, however, elect not to meet with his advisor and instead complete his registration by scheduling his courses with a student/peer advisor. Student Development faculty (counselors) are continuously available to meet with students on a walk-in basis during the entire registration advising process.

Oakton's part-time students are not required to discuss their academic program with full-time instructional faculty on an appointment basis. Rather, each student is invited by letter to complete their registration under the guidance of the Student Development faculty. The academic faculty are encouraged to be available to share their expertise at all scheduled registrations. While it would be ideal for all part-time students to have academic advisors, the sheer number of students who register part time makes it impossible.

5. *Faculty Participation*—Decide on voluntary vs. mandatory faculty participation.

Oakton's Procedure:

All Oakton Community College full-time faculty are required to participate as academic advisors for full-time students. The participation of all faculty is supported by the Office of Curriculum and Instruction and Student Development services as a viable way to enhance the integration of college faculty into the Student Development Program and registration process. The institution has clearly made a commitment to the advising program. Each advisor

is invited to participate in Staff Development programs explaining the advising process and, in addition, is provided with a detailed academic advisor's handbook. The advisor must feel confident and adequately prepared in order to conduct quality advisement sessions.

6. *Compensation*— Discuss compensation for faculty, if any.

Oakton's Procedure:

Faculty do not receive any monetary compensation for their participation in the advising program. The subject of compensation for full-time advisors is presently being reviewed and the following proposals are being considered:

1. Released time for full-time advisors.
2. Units awarded and accumulated applicable to movement on the salary schedule.
3. Monetary compensation awarded on a semester-by-semester basis to all full-time advisors.

7. *Faculty/Student Ratio*—Define faculty/student ratio.

Oakton's Ratio:

The ratio of full-time faculty to full-time students is approximately 1:15. This ratio is sensible and workable and does not seem to interfere with an instructor's teaching responsibilities.

8. *Assignment of Academic Advisor*— Discuss how students will be assigned to academic advisors.

Oakton's Procedure:

The academic advisors at Oakton are assigned advisees who have declared a curriculum which is within the discipline of the faculty member. The computer is programmed to match the assigned discipline of each full-time faculty member with the curriculum code reported by each full-time student on his registration form. For instance, a Physical Therapy student will be assigned to an academic advisor who is a teaching faculty member in the Physical Therapy Program. On the other hand, a Liberal Arts student, declaring English as his major, may be assigned an academic advisor who teaches English, History, Humanities, or Literature.

Oakton's system allows the advisors to use their academic expertise in the advising process. Students are given the opportunity to work with a professional who can offer guidance within his field.

9. *Length of Academic Advising*—When and how long should academic advising take place?

Oakton's Procedure:

The institutional commitment to a comprehensive academic advising program has prompted a program which, in some form, is conducted continuously. The academic advisors and Student Development faculty experience definable peak periods preceding each semester. During this time all faculty, counselors, and peer advisors spend the majority of their working hours in a registration/advising activity. During slower periods, however, advising and counseling are offered in a less formal manner, placement testing is available, and Life and Career Planning Workshops are conducted. In short, academic advising is continuously available to each college student seeking assistance.

10. *Evaluation*— How and who should evaluate the academic advising program?

Oakton's Procedure:

The academic advising program is presently evaluated by the Office of Student Development. Each advisor is mailed an evaluation form immediately following the evaluation process. The results of the questionnaire are recorded and returned to the deans and vice presidents of the College for review. The following are examples of questions included in the instrument:

1. Were you adequately prepared for your role as an academic advisor?
2. Were Student Development services helpful when you needed assistance?
3. How would you evaluate the academic advisor handbook?
4. Were cluster support services (secretarial, student aides, etc.) helpful when you needed assistance?
5. What is your overall evaluation of the entire academic advising process?

11. *Implementation*— Identify the office in your institution which should have responsibility for:

Oakton's Procedure:

1. Surveying students' needs:
   Director of Student Development Services
2. Contacting other community colleges:
   Student Development counselors
3. Reviewing the literature:
   Student Development counselors
4. Consulting experts in the field:
   Student Development counselors
5. Formulating a "team" to begin the process:
   Dir. of Student Development Services
6. Preparation of budget for the academic advising program:
   Dir. of Student Development Services
7. Conducting a pilot program:
   Dir. of Student Development Services
8. Presenting staff development programs explaining academic advising
   Student Development counselors
9. Making the final recommendation for implementation to the chief officer in charge who would present the final proposal to the Vice President for Student Development
   Dir. of Student Development Services

"INDIVIDUALIZED EDUCATIONAL PLANNING: HOW TO BECOME CONSCIOUS OF ONE'S EDUCATION"

Presenter: **Ms. Elizabeth P. Shippee**, Director of Advising, Metropolitan State University, Minnesota

The workshop was a discussion-demonstration of the process developed by Metropolitan State University (St. Paul/Minneapolis) to teach adult students to design their own bachelor's degree programs. Metropolitan State is an upper level, experimenting institution which was founded by the State Legislature in 1971 as part of the State Unversity System. From its inception, Metro U has focussed on the outcomes of learning (competences gained) and has pioneered in the assessment of experiental learning. Learning may be acquired by formal classes, including those at other accredited institutions, independent studies, internships and on-the-job projects, as well as life/work experience. Advising is central to the system from the first contact with admissions personnel, through the degree plan writing process, and the implementation of the degree plan. Faculty work with students in small groups or in a one-to-one relationship.

In order to help students write their degree plans Metro U has developed a 30 hour course, entitled Individualized Educational Planning, that is required of all degree candidates. There is a textbook for the class from which the exercises used in this workshop have been taken. The textbook is arranged in a self-teaching format; self-directed students may complete the draft degree plan through independent study. The above paragraphs represent a very brief summary of the background information presented at the beginnning of the workshop. The balance of the two and one half hours was spent in exercises used in the Individualized Education Planning class and in answering questions.

Workshop participants were asked to imagine that they were students enrolled in IEP and faced with the task of designing their own education. Exercises included one in which class participants pair off and determine at least one subject that each could teach the other. Following goal-setting exercises, the participants completed a matrix which related their previous learning and experience to these broad areas of knowledge: communications, community, culture/science/tradition, vocation and avocation. The matrix was then compared to the projected goals and gaps in the educational background identified.

Following this exercise questions included: "How to explain the difference between the experience of learning through life and the actual result of the learning itself". The answer: Credit is given for the demonstrable learning, not experience per se. Another question: "Does this experience or learning have to be related to specific college courses?" The answer is more yes than no; there must be an identifiable subject with a theoretical base, and that usually means that there is a college somewhere that teaches it. Question: "How would the student know what to study?" Answer: Two consultations are required with persons who are working in the field in which the student is interested. Or if the student is uncertain of his/her goals, workshops in career exploration are available.

An additional exercise involved workshop participants in writing study units to be included in a degree program. This writing was done with the use of a flow chart that called for the subject, the theoretical and practical aspects of the subject, the level to be attained, the process by which the learning would be acquired and the method of evaluation of the learning.

A discussion of evaluation followed, including the evaluation of experiential learning. The use of a 300 person "community faculty" was described as well as the training program for this adjunct faculty.

The emphasis in the Individualized Educational Planning class is to teach students the process of analyzing what they already know, defining goals for the future, deciding what they need to know to reach those goals, and then writing up the results of this thinking and investigation in a draft degree plan. Students are then able to make changes as they go along if their interests or goals change. They are able to design independent studies to achieve interdisciplinary learning or for learning in areas for which traditional formats are not readily available.

A number of workshop participants were curious about possible applications of the ideas in the Metro U program to more traditional settings. In response, the leader referred to a major message in the keynote speech by Dr. Jones—the importance of the attitude one has toward an individual coming into any school. In both traditional and non-traditional settings, honesty toward students is very important. They should understand what their responsibilities and their freedoms are. In both settings, student input should be sought as much as possible.

Another application would be the conviction that students can learn from each other as well as from the instructor. Peer counseling and peer advising represent applications of this philosophy. A variety of strategies for learning such as internships and independent study can be incorporated in traditional settings. Finally, anything that will help students be more conscious of what they are doing in college; why they are there and where they hope to go from there constitutes an application of some of the ideas presented today.

"DEVELOPING A MODEL FOR ACADEMIC ADVISING"

Presenters: **Dr. Thomas Grites,** Director of Academic Advising, Stockton State College, New Jersey
Dr. Joseph Metz, Assistant Dean for Undergraduate Studies, University of Maryland

This program was designed to encourage participant review of the elements involved in developing a model for academic advising. A general approach was used, there being no assumption that a single, "correct" model exists. Both presenters stressed the need to select and combine elements as necessitated by each participant's "at home" campus situation.

As an introduction to this topic, Dr. Metz presented an overview of academic advising as it has progressed from being primarily a faculty function to one that is now cooperatively shared on most campuses. Dr. Grites discussed selected elements of an advising model, namely (1) function performed, (2) personnel used, and (3) locus for coordinating responsibility.

Participants were then allowed to group themselves according to the advising structure with which they already were familiar or with which they wished to become more familiar. Three groups were formed: (1) existing advising structure emphasizes faculty participation (this was the largest group and split itself into two smaller groups); (2) emphasis on counselor/staff advising; (3) emphasis on student (peer) advising. Group members selected a recorder responsible for reporting to the reassembled larger group a working model for academic advising developed with the following guidelines clearly in view:

1. Definition of academic advising
2. Objectives of academic advising.
3. Problem Identification -
   a. How much institutional commitment do you have for your existing advising program?
   b. Who are the personnel used to advise? (Faculty? Staff? Students? Others?)
   c. Which resources (human, fiscal, space, etc.) are made available to support your program?
4. Strategies for Improvement -
   a. How to get more, and better, commitment
   b. How to justify the use of additional personnel.
   c. How to reallocate or increase resources.

As the smaller groups discussed each of the above topics, Dr. Grites and Dr. Metz served as "roving facilitators", attempting, at times, to focus the attention of all participants on a particularly controversial issue or on a particularly constructive point made by a group member.

Group discussions continued for approximately forty minutes. At the end of this time, each of the recorders summarized comments and viewpoints for his/her own group. A "master list" of responses was made by the presenters, in order that all participants could share the many considerations and concerns that had gone into the structure of a particular model. (This list was subsequently reproduced and mailed to each person participating in the workshop.)

The differences among groups, as each format guideline was discussed, were appreciable but certainly not remarkable. For example, in considering elements for a definition of academic advising (Guideline 1), members of the group in which institutional emphasis was on *faculty* advising stressed the following elements:
systematic-deliberate-planful-process
information giving-positive relationship-
curriculum advisement-required-referral
coordinator/mentor role-monitoring process-
decision making.

Where counselor/staff advising was emphasized, these elements prevailed:
awareness of total situation-truthful
student perspective-consideration of
alternatives-life planning-personal goals-
personal relationship.

And where peer advising existed, either as an emphasis or as another adjunct advising service, the elements stressed in defining advising included:
role model-supporting function-availability
experienced assistance-friendship relationship-
source of information about teachers and teaching.

The "Problem" and "Strategy" components of the workshop are summarized below:

1. Problem: Commitment to Advising - Institutional and Individual

1.A. Strategies:
   1. Make academic advising a formal part of the evaluation process for faculty and staff members.
   2. Establish explicit criteria for selecting/appointing academic advisors.
   3. Develop a clear statement of advisor's functions and role.
   4. Academic advisor appointed by Dean, Provost for similar administrative person—initial appointment *and* renewal appointments.
   5. Select a campus-wide, "Blue Ribbon" group to evaluate the state of advising. Members to be appointed by the Chancellor, President, Provost.
   6. Incorporate a faculty-advisor "Road Show" into admissions process and/or high school visitation nights and / or orientation programs.

2. Problem: Communicating about *and* within the advising process

2.A. Strategies:
   1. Timing is important—get to the students early in their undergraduate program (orientation or during the first year.)
   2. Make advising "Required"—to some degree - for all students.
   3. Publish a newsletter for advisors.
   4. Distribute to advisors a handbook which can be easily revised.
   5. Periodically meet with campus advisors to discuss policies and practice.
   6. In the catalog or class schedule, list an advisor for each major program and/or academic unit on campus.
   7. Foster growth in advising skills through regular training sessions.
   8. Present an "Advisor of the Year" award.
   9. Involve faculty advisors in administrative decisions.
   10. Send faculty/staff/student advisors to national, regional, local advising conferences.

3. Problem: Additional personnel for advising

3.A. Strategies:
   1. Use student (peer) advisors to complement faculty/staff advising program.
   2. Attract larger numbers of peer advisors by awarding credit and/or giving pay for training and advising.

3. Train secretarial staff to function as advisors.
4. Train administrative staff in advising skills.

4. Problem: Evaluation of advisors and advising

4.A. Strategies:

1. Develop a clear statement of goals and objectives for the advising program(s) and function(s).
2. Attempt to define and clarify student expectations for advisor behavior.
3. Conduct alumni surveys to determine satisfaction with advising received.
4. Use short, "In-House" evaluation forms for daily assessment of advising.

Evaluations of the workshop were generally favorable, but pointed out the need for more direction in maximizing the effectiveness of a small-group approach. Perhaps most pleasing to the presenters was this concise appraisal: "A great exchange of ideas!"

LEARNING BY DOING: SIMULATION GAMES IN ACADEMIC ORIENTATION PROGRAMS"

Presenter: **Mr. Ronald E. Wisner,** Assistant Dean of Student Services, Director of Academic Advising, The University of Michigan—Flint

Students often flounder through their first term at a new institution of higher education, but seldom is this because of a lack of informational resources available to them. More often their problems are caused by a lack of understanding of how to utilize the various resources at their disposal and a lack of confidence in using their own capabilities to deal with the new and challenging situations which confront them.

Probably the most critical challenge facing new students is the scheduling of the "right" courses for their academic and career goals, whatever these may be. Traditional methods of assisting students through this process by means of lectures and explanations are often unsuccessful, because they leave the students bewildered by the mass of confusing information that is presented to them. For example, if one does not know what a "semester-hour" is, how can he decide how many of them he should take in his first semester? The alternative approach of one-to-one, in-depth advising is effective, but unfortunately it is also extremely time-consuming and expensive.

A far more helpful and feasible approach is to give the students an opportunity in a small-group setting to develop and utilize their own skills to explore their alternatives and to make appropriate decisions. This was the goal of our efforts to develop a simulation game for academic advising of new students at the University of Michigan-Flint.

Our "game" takes the format of a formula:

POLICIES + PROCEDURES − PITFALLS = SUCCESSFUL REGISTRATION + WISE STUDENT

In the first section on "Policies," we administer a brief "open-book" quiz to introduce students to the college catalogue and the essential terminology and regulations of the institution. In order to acquaint the students with the class-scheduling "Procedures," we give them profile descriptions of imaginary students and assign them the task of scheduling those "students" into their first-year classes. Finally, to help students avoid the beginning-of-the-semester "Pitfalls," we present them with hypothetical problem situations and ask them to derive appropriate solutions from the informational resources at their disposal.

At the end of this session students are generally well prepared to meet individually with their faculty advisers to confirm their class schedules; this tends to free up more of the advisers' time to assist the students with longer range academic and career planning.

Our discussions with the students during the orientation sessions and the students' subsequent written evaluations indicate that the "game" is both educational and enjoyable. Using this tool, students do indeed learn more about the institution and, more importantly, about their own skills and abilities to cope with the challenges that confront them. By allowing them to practice on imaginary students before being confronted with the "real" thing for themselves, the students' anxiety level seems to decrease, opening them up to the consideration of new ideas and the willingness to explore new courses and fields for themselves. An intentional by-product of the simulation experience is its socializing influence. Students are encouraged to cooperate, to share ideas and information with one another; in the process, they tend to relax, have fun, and

form new friendships.

The principles of simulation games are applicable to a wide variety of new-student learning experiences. The crucial factor is to get the students personally involved in the learning situation rather than have them merely observe or listen to someone else's explanations. With careful planning, educational "games" can be developed for various aspects of academic orientation programs so that everyone emerges a "winner."

"THE CHANGING NATURE OF ACADEMIC ADVISING"

Presenter: **Dr. Edward L. Jones,** Lecturer/Advisor, University of Washington

The changing nature of academic advising is a process that can be better understood if studied in conjunction with the history of higher education in this country.

It is believed that higher education is not more than three hundred years old, and our universities are offsprings of the European models. The goals of these early American institutions were to preserve, enrich and transmit culture. The recipients of this culture were the children of the families and leaders who held the reins of power in the society. The universities of that era were certainly not promoting a policy of training people for the world of work.

Counseling (not academic) had its beginnings during the infancy of American institutions. The old saying "the university is an extension of the man," seems to indicate who was doing the counselling—the president of the university. In fact, when students enrolled at the university, they lived in his house. When a mother had a problem concerning her child, she would communicate directly with the president.

When the universities began to grow, the duties of the president increased to the point where he had to hire other administrators, a treasurer to take care of finances, and a prefect in charge of new housing because the president's house could not accommodate the increased enrollment. The president continued to counsel but delegated some counselling duties to the treasurer and prefect. Counselling (or advising) was pretty cut and dried in those days. The curriculum was hardly ever altered. A student either passed or failed. His physical and mental behavior was tied to a moral duty to perform or not to perform. So, advising was pretty easy under those rigid circumstances.

Entering the 19th century, the curriculum still remained unchanged, but American universities began to grow and the student bodies increased substantially. This increase brought about a dramatic change in the goals and purposes of the universities; they became a little more democratic. Instead of catering only to the sons and daughters of the well-to-do, the schools began to admit students on scholarships when they were too poor to pay but could afford to work. The advising was still being performed by the prefects and proctors, who were in charge of the houses and homes where the students lived.

Soon, many of the leading schools, like Harvard, Cornell and others, began to expand their curriculum by adding *elective* subjects. Faculties were given more responsibility, which included assisting the proctors and prefects, and also advising the students.

The faculty became the first true academic advisors; they advised the students on what subjects to take.

Turning now to the twentieth century, and keeping in mind the original purpose of the universities in this country—that they were not created to train all people in a democratic manner—it naturally follows that there were no places for Blacks, minorities and women in those institutions for over 200 years.

During the late 1940's many veterans of the Second World War enrolled in universities all over the country, using their G.I. benefits. In the classrooms, these veterans demanded more from the professors; more thinking, more analysis, and more education. When these veterans arrived, the schools were still catering to the preferred classes. The faculty advising was not very good. Advising duties were not

part of their regular work load—it was always extra.

In the early 1950's, enrollment continued to climb at American universities which caused them to re-evaluate the academic advising process. Some schools, like the University of Washington, established a central advising office for students in the College of Arts and Sciences. Professional people were hired as academic advisors to specifically perform the duties of advising students regarding their academic programs, pre-professional programs, scholastic standing, and make proper referrals to other services to meet their needs.

Today, the curriculum is expanded; student services have increased considerably and the universities have now become aware of the world of work. They still perpetuate culture, but the curriculum is now flexible enough for students to develop programs which will prepare them to become employable in today's society.

The role of academic advising has changed to the point where advisors must become knowledgeable about the world of work (career planning), as well as the regular academic advising. They must know how to help the liberal arts major to supplement his/her major with courses that will make it easy to get a job in the business world. The academic advisor must also be aware of the Counselling Center where a student can be referred when mental problems become evident.

Since more Blacks, minorities and women are being admitted to American universities, academic advisors are now required to have knowledge of the special programs for them, and also be able to successfully advise any students from these groups.

Such has been the changing nature of academic advising, and it will continue to change, requiring us as advisors to continue to increase our knowledge about the universities and their proper relation to the society in order to be able to offer the best services possible to our students.

"RETAINING STUDENTS THROUGH CENTRALIZED FRESHMAN AND UNDECLARED ADVISEMENT"

Presenter: **Ms. Carol R. Patton,** Director of University Advisement for Freshmen and Undeclared Majors, Texas Christian University

In order to improve advising and decrease attrition, Texas Christian University initiated a program of centralized advisement for freshmen and undeclared majors. The TCU program emphasizes intensive advising for those students most likely to encounter difficulties in meeting their academic goals—freshmen and undeclared majors. By "intensive advising" we refer to advisement that goes well beyond the mere scheduling of courses for the upcoming semester. Traditionally, advising has wasted the talent and expertise of advisors in performing what is almost a clerical function, but intensive advising assumes the exploration of life, then career, goals after which a program and relevant courses are selected; only then does the scheduling of courses become appropriate. The advisor's role may also include personal and vocational counseling and referral to appropriate campus or community resources. In short, the advisor seeks to help the student through *any* stumbling block that might interfere with a successful academic career—in addition to assisting in planning an academic program consonant with a student's life and career goal.

Assumptions Underlying the Program.

1. Any entering class will diminish; it will diminish significantly and, in many instances, needlessly.
2. The period of greatest attrition is within or at the end of the freshman year.
3. Undeclared majors constitute the group with the highest withdrawal rate.
4. The relationship with a caring adult who represents the institution can be a significant retention factor.
5. A effective academic advising program can be a significant deterrent to dropping out.

Program Administration. The Office of University Advisement for Freshmen and Undeclared Majors is staffed by a Director, a secretary, and a student clerk. The responsibilities of the Director include selecting and training advisors, assigning students to advisors, providing student data and advising aids, coordinating advising at summer orientation, monitoring retention, anticipating student problems, and serving as a source of information and referral for students requiring help.

Freshman Advising. Freshmen who have declared majors are assigned to a faculty member within their major department who has been designated as a freshman advisor by the Director after consultation with the department chairman and dean. Selection is based primarily on the faculty member's demonstrated concern for students and a corresponding willingness to give time and attention to problems, even if they extend beyond the classroom. A sufficient number of advisors are appointed to insure that no advisor has more than twenty students assigned. During the academic year, there is no remuneration since the assignment is considered part of departmental duties. During the summer, however, a small stipend is paid for each orientation session in which the advisor participates.

The freshman advisor meets at least once each semester with each student and consults with the students prior to any schedule changes during the term. In addition, the advisor is available for any counseling desired by the student and takes the initiative in contacting the student when any indication of a problem appears such as absence

reports, midsemester reports of unsatisfactory progress, etc. For advisors who wish to entertain students in their home, funds are available to defray the cost.

At the beginning of the sophomore year, the student is assigned to a permanent departmental advisor. In departments fortunate enough to have a number of faculty with the special qualities necessary for successful freshman advisement, the student remains with his original advisor and a new freshman advisor is appointed for the incoming class. But when the number of faculty who are successful at intensive advising is limited, providing the best advisor for freshmen takes priority over continuity of advising.

Undeclared Advising. A student who has not yet declared a major is assigned to an advisor designated for undeclared He remains with his advisor—regardless of his classification—until he declares a major and is assigned to a departmental advisor. Formerly, undeclared students at TCU could stop by an office which was continually staffed by one of a number of faculty who gave several hours a week to this duty. While the easy accessibility of an advisor made this very convenient, the far greater value of a continuing relationship with a caring advisor was lost. Under the new structure undeclared students—who, unlike declared majors, have no departments watching out for them—now have faculty advisors who know them personally and care about their progress.

Students are assigned to advisors whose interests match their own insofar as possible. Faculty with a wide variety of academic and work experiences and hobbies are favored as undeclared advisors. Resumes are available to students and they are encouraged to request assignment to a particular advisor or express interests that will help in assigning them to an appropriate faculty member.

Because advising undeclared students falls outside regular departmental loads, undeclared advisors are paid a modest stipend during the academic year for the additional duties and a stipend for advising at summer orientations.

Advantages. A system such as this can produce beneficial results such as:

1. Consistent advisement throughout the university.
2. Maximum availability of information and assistance for each advisor.
3. Decentralized responsibility for student advisement, with each department taking care of its own majors.
4. Personal attention for undeclared majors, an often neglected segment of the academic community.
5. Direct and frequent contact between freshmen and undeclared majors (the students with the most unanswered questions) and faculty whose track records show they are willing and able to provide answers.
6. Improved training of advisors.
7. Centralized monitoring of warning signs so that students can be helped with problems before they become unsolvable.
8. Minimal cost through use of existing human resources.
9. Increased use of available institutional resources at an earlier point in the student's college life.
10. Increased retention.

"SELECTION AND TRAINING OF STUDENT PARAPROFESSIONALS WHO SERVE AS ACADEMIC ADVISEMENT/ORIENTATION LEADERS IN A COMMUNITY COLLEGE"

Presenters: **Ms. Sue Hood,** Director of Student Activities, Suffolk County Community College, New York, Chairperson
Ms. Judy Bresalier, Counselor, Student Activities, Suffolk County Community College, New York
Mr. Art Lundahl, Counselor, Student Activities, Suffolk County Community College, New York

PHILOSOPHY

The objective of the advisement/orientation program is to provide a learning experience for the (new) student which encourages each of them to assume the risks and responsibilities for making informed decisions regarding their assimilation into the College environment. Incoming students are involved in an academic advisement/ orientation program which seeks to promote their self-development through the choices they make of courses and experiences appropriate to their abilities, interests, personal, educational, social or career goals.

OBJECTIVES

1. Students shall be encouraged to assume responsibility for decision making in the advisement/orientation process.
2. Students shall be encouraged to explore their personal goals involving educational, social, and career choices.
3. Students shall obtain accurate, complete information regarding curriculum, options, courses, prerequisites, deadlines, and other relevant academic information.
4. Students shall be encouraged to select course they deem relevant to their goals, and for which choices they will accept responsibility.
5. Students shall be provided with accurate and complete information as to student services, personnel, co-curricular programs, and facilities.
6. Students shall be encouraged to maximize their self development through involvement with College resources, programs, personnel and peers.
7. Students shall be encouraged to obtain a higher level of self confidence through a favorable interaction with the College.

NEW STUDENT ORIENTATION/ADVISEMENT PROGRAM

Qualifications for Student Leaders

Applicants for Student Leader positions in the New Student Orientation/Advisement Program should possess the following abilities:

1. to understand and articulate the objectives, policies and the procedures of the college
2. to understand the community college and its role in the local community
3. to relate and work with college personnel and peers
4. to establish and maintain a basic level of trust with personnel assisting with the New Student Orientation/ Advisement Program
5. to contribute to the campus community through previous involvement in some phase of the college program
6. to maintain a minimum level of academic achievement, as shown by "good College standing" and possession of a 2.0 grade point average.
7. to establish and work toward an educational goal as evidenced by the completion of one semester, but not more than three at the college.

"EDUCATIONAL AND VOCATIONAL DECISION-MAKING FOR THE UNDECIDED STUDENT"

Presenters: **Mr. Robert Atherley,** Director, Counseling and Student Development Center, University of Connecticut
Mr. Raymond A. Palmer, Placement Counselor, Office of Placement & Career Planning, University of Connecticut

INTRODUCTION

This presentation described a program to aid undecided students in making educational and vocational decisions—specifically, in choosing a major. It has been conducted successfully for several years at the main and branch campuses of the University of Connecticut under the auspices of the Counseling and Testing Center.

HISTORY AND DEVELOPMENT OF THE PROGRAM

The University has a system of faculty advisors for those students who have declared a major. There are, however, very limited advisory services for those students who are undecided. Thus, the Counseling and Testing Center, while having no direct responsibility for academic advising, does serve a large number of these undecided students.

This particular program was developed as a response to the problem created by many sophomores requesting assistance in choosing a major. The number of such students peaks each spring when all fourth semester Liberal Arts students are required to declare a major. The large numbers made it impossible to provide effective assistance on a one-to-one basis. Thus, a program which could be administered to groups was developed.

DESIGN AND IMPLEMENTATION

The program is based on a six step decision-making model (Table 1). In designing the program, an attempt was made to include significant topics generally covered in individual counseling. The content is outlined in Table 2.

The program was implemented using a group format for ease and efficiency of administration. Generally, however, students work independently with written materials during the group meetings with only limited group interaction. A counselor is always present to introduce exercises, answer questions and facilitate discussion. There are opportunities throughout the program for individual consultation with a counselor and at least one follow-up individual appointment is built into the program.

EVALUATION AND MODIFICATION

Each year a follow-up questionnaire has been sent to participants to assess the effectiveness of the program and to obtain suggestions for improvement. Feedback has been generally positive. Some suggested modifications have been implemented. Many of these represent minor changes in content or format of the exercises and questionnaires, or slight changes in scheduling.

A major modification has been the development of a self-instructional package. Using this package, students work with the program materials at their own pace without meeting in a group. Students selecting this option do, however, meet individually with a counselor before beginning the program, at strategic points during the program, and after completing all materials.

With the addition of the self-instructional format, the Counseling and Testing Center can offer three options to undecided students: individual counseling, a group program, or a self-instructional program. Thus, the Center is able to meet the needs of large numbers of students in an effective and efficient manner.

APPLICABILITY

While this program was utilized with a particular population (sophomores) at a specific institution (University of Connecticut), this does not preclude using the approach with students at different levels or in other settings. Nor does it appear that extensive formal training is necessary to prepare staff to conduct this kind of program. What matters is that the materials selected are appropriate for the students and setting, and that the person conducting the program feels comfortable and confident in using them.

TABLE 1
STEPS IN THE DECISION-MAKING PROCESS

A. Defining the problem
B. Gathering information
   Some types of information you will look at in the coming sessions of this program are:
   1. Values
   2. Opinions of others
   3. Leisure experiences
   4. Work experience
   5. Abilities
   6. Achievements
   7. Interests
   8. Occupational and academic "facts"
C. Weighing the evidence (evaluation and integrating)
   During this step, you will look at each of the above items separately and then piece them into a whole. As you manage this dual operation, you should see some answers emerging.
D. Choosing first and alternative plans or goals.
   During this step, you will utilize your rediscovered or newly found information about yourself and the academic/work world to begin formulating ways to make your determined goals come about.
E. Taking action on your plans.
   You will consider what can be done *now* to further your plans and what can be done in the *future* to insure that your goals are actualized.
F. Periodic review.
   Your goal or plan should be the best one possible *at this time;* but as you grow in experience, wisdom, and maturity, these plans should be reviewed in light of your accumulated experience.

TABLE 2
PROGRAM CONTENT

Session I—*Values Clarification*—adjectives that describe you; life style choices (exciting, independent, prestigious, secure, etc.); 10 things you like to do.

Session II—*Opinions of Others*—what educational/vocational plans would significant others like to see you make: *Leisure and Work Experiences*—what you have learned and what skills have you acquired from various experiences?

Session III—*Abilities and Achievements*—in what academic subjects—high school and college—have you done your best work? *Expressed Interests*—your own assessment of your interests.

Session IV—*Inventoried Interests*—interpretation of the Strong Campbell Interest Inventory and comparison of SCII scores with expressed interests.

Session V—*Review*—synthesis of information gathered to this point, ideal job description, list of possible majors and occupations.
Introduction to Information Sources—use of career resource center.

Follow-up—one or more individual sessions with the counselor.

"UNIVERSITY-WIDE CENTRALIZED/SPECIALIZED ACADEMIC ADVISING—AN INTEGRATED APPROACH"

Presenters: **Mr. Michael E. McCauley**, Academic Advisor, Ball State University, Chairperson
Mr. Robert P. Fletcher, Director, Academic Advising, Ball State University

The purpose of this article is to acquaint the reader with a successful centralized advising system, composed of full-time professional advisors, which has been in operation for more than thirty years. An attempt will be made to describe the system by examining the philosophy, structure, functions, integration of services in unifying university processes, comparative costs (centralized vs. decentralized) and benefits of the operation.

The growth of the advising office has paralleled the expansion of the University as a whole. Established in the middle 1940's as a new administrative unit, the Office of Academic Advising chose to follow a centralized, professional advisor approach in organization and operation. Originally a division of Student Affairs, it later became a part of Instructional Affairs, thereby making the program an amalgamation of student and instructional affairs.

Tremendous growth in terms of undergraduate enrollment coupled with greater diversity and complexity of course offerings are forces with which academic advising must contend. The advisor/student ratio has expanded from approximately 1 to 650 in 1965 to 1 to 800+ in 1977. The absorption of this increased student load and the continued attempt to improve services necessitated the adoption of a new computerized registration system (1972) and a modification of advising techniques and practices. This modified system is referred to as university-wide centralized/specialized academic advising. The office of twenty-one full-time professional advisors is centralized in terms of its location in the Administration Building, and the academic rank held is not within any college, department, center or institute. Our role is to represent the total university curricula to students from an unfettered, unbiased position and to enhance our skills as advisors. Academic Advising is specialized in that some advisors work with students with specific classifications (freshmen, sophomore, etc.) while others specialize according to student curricular objective.

Ball State instructional faculty are employed to teach and counsel with students relative to the content and activities involved in specific courses. They are not expected to be the primary source of curricular and registration advising. Philosophically, the University's position is that each student should have a faculty professional advisor with whom he or she can identify from the date of matriculation to the completion of degree requirements.

The functions of the advising office are many. It should be mentioned that, because of specialization, not all advisors perform each of these functions in the regular discharge of his or her duties, but most of these functions are every day occurences for advisors.

1. Provide comprehensive source of accurate and current curricular information.
2. Approve a quarterly academic program for each student and assist in immediate, short-term and long-range planning.
3. Provide academic counsel with regard to program changes, career shifts, new academic opportunities and special programs.
4. Make referrals to other university offices such as academic departments and support service agencies.
5. Facilitate enrollment in non-conventional programs, e.g., honors, academic opportunity, residential instruction project, continuing education, etc.
6. Execute a wide range of academic policies relating to degree requirements, grade point average, course repetition, etc.
7. Unify a number of university processes by integrating information and procedures from departments and support service agencies.
8. Supply management data for academic planning by utilizing course request (registration system) data in the context of meeting student academic needs.
9. Provide the final academic audit of course work through verification of successful completion of graduation requirements and certification for teacher licensing.

There are various subdivisions within the advising office.

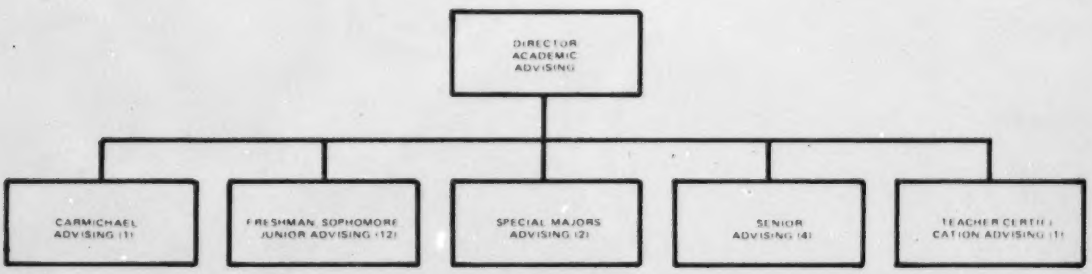

Figure 1

Each advisor, regardless of subdivision, performs three basic functions:

1. Advising
   A. Providing accurate and current curricular information.
   B. Assisting in short-term and long-range academic program planning.
   C. Providing counsel with regard to program changes, new programs, career shifts.
   D. Serving as a referral agent.
   E. Relating various and numerous academic policies.
   F. Continuous monitoring of student academic progress.
2. Registration and scheduling
   A. Approval of a quarterly schedule of classes for each student.
   B. Completion of "partial" schedules generated from our computerized registration system.
   C. Approval of all adjustments to completed class schedules—drop/add.
   D. Indication of eligibility for withdrawal from a

course or courses.

3. Integration of services with other offices
   A. Registrar and Records.
   B. Academic departments.
   C. Placement.
   D. Admissions.
   E. Counseling and Psychological Services.
   F. Career Analyst.

FRESHMAN, SOPHOMORE, JUNIOR ADVISING

Incorporated within the subdivision of Freshman, Sophomore, Junior Advising are twelve of the twenty-one advisors. This subdivision is divided into three four-person "units" and is specialized according to student curricular objectives. For example, Unit I provides advising service to students with majors in the sciences, mathematics and the business curricula. This enables the advisor to concentrate primarily on specific programs, thereby increasing his expertise in these disciplines through close coordination with departmental chairpersons and faculty. However, academic advisors must maintain knowledge of all academic programs and requirements because of major/minor combinations (e.g., major in finance with minor in French) and the extensive needs of the "undecided" student. Each advisor is charged to coordinate curricular functions with specific departments and to communicate the findings with all advisors.

Advisors in this subdivision have the largest student load, the highest percentage of "undecided" students, and the greatest number of students effecting curricular objective changes.

CARMICHAEL ADVISING

The Carmichael Advising subdivision consists of one person, advising a student contingent of approximately 800 freshmen in the "living-learning center," the Carmichael Residential Instruction Project. The advising specialization indigenous to the Project is based upon student classification. Therefore, the advisor must be well versed in all major and minor requirements at the freshmen level. The Carmichael Academic Advisor, in addition to the previously mentioned major functions, is instrumental in the development of the curricula for the project, maintains close ties with the orientation program by virtue of the election/selection of Project students, and directs a career information program.

SPECIAL MAJORS ADVISING

In our institution attending to certain majors requires more attention. These have been identified as architecture, medical technology, music and nursing. Students with these curricular objectives have, from the sophomore year to graduation, been placed into our Special Majors subdivision so that proper attention to admission standards and minute curricular detail will be realized.

SENIOR ADVISING

When students register for the number of hours qualifying them for senior status, advising records are transferred to the Senior Advising Office. The four advisors who specialize in working with only those students at this level then prepare a "Senior Folder" which contains the following material:

1. Senior Evaluation—a specific listing of the final courses required for graduation. This preliminary "check-out" form provides all the necessary curricular information needed by the student approximately four quarters prior to graduation.
2. Application for Graduation.
3. Senior Check-List—a convenient listing of student responsibilities to be accomplished during the senior year.

TEACHER CERTIFICATION ADVISING

In this subdivision the postgraduate student becomes the center of attention. Primarily working with graduated students wishing to complete requirements for teacher certification.

INTEGRATION OF SERVICES

A major responsibility of any advising system is to provide effective communication to students.

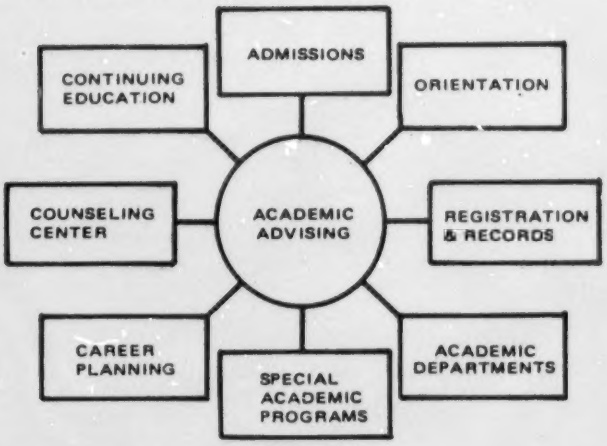

Figure 2

The academic advising office represents the hub of the wheel of this responsibility (Fig. 2). Advisors must integrate advising services with those performed by other university agencies in a reciprocal manner to unify various processes, thus, providing the best academic advising possible.

In an effective centralized advising system, success is based on cooperation, coordination and integration of advising services with academic departments.

Advisors often supply departments with enrollment and registration trends and communicate student reaction to courses and instructors. Reciprocally, departments provide advisors with information for the oversubscription of class limits. This integration of services aids both the advising office and academic departments in the facilitation of prescribed duties.

Academic advising is involved in career planning by providing the vehicle for translating career choice into curricula. Advisors inform students of employment prospects and career opportunities as early and accurately as possible. As communication of career information is the responsibility of no single office, advisors collect and disseminate such information from the university career analyst, the placement office and academic departments to relate to students upon request.

The rapidly increasing enrollment in the School of Continuing Education has necessitated the involvement of academic advisors. Advising the "non-traditional" student in settings quite different from the usual on-campus environment and at significant distances from the University has presented a particularly challenging and demanding experience for advisors. Whether performing academic advising duties in our Center for Non-Traditional Students, an RCA factory, the Indiana Reformatory, at Grissom Air Force Base, or on our toll-free

"advising-by-phone" experiment, the necessity of advising's being an integral part of an off-campus student's opportunity is of utmost importance.

COST AND BENEFITS

Decentralized advising is, in the opinion of many university officials, more economical. On the surface, centralized advising would appear to be more expensive because one can easily determine the costs. In many institutions it is difficult to ascertain the costs of decentralized advising since the reduced load factor is buried in collegiate and departmental budgets. We believe the utilization of teaching faculty with reduced load to be much more expensive. How many teaching faculty would agree to serve as an academic advisor to 250 students in exchange for one-third of their load?

Assuming teaching faculty are not given a reduced load, decentralization would appear to be less costly. However, additional secretarial assistance, increased numbers of students not graduating on schedule are cost factors not visible in departmental advising.

Several important functions and peripheral responsibilities have been entrusted to and assumed by academic advising at Ball State. Some have come from the student affairs area, others from instructional affairs. This factor decreases the costs to these units, and thus, from an institutional budget perspective the cost factor is no greater that it would be for a decentralized system.

One of the most important series of decisions a student must make during his or her college career is related to selecting an educational goal and registering for courses—required and elective—which assist him or her in attaining this goal. In a day and age when increased pressures in higher education call for larger class sizes, instructional television, teaching machines and reduced faculty office hours, there is a greater need for students to have continuous individualized contact with faculty. Thus, a student often discovers that his closest and most extensive contacts with faculty are those with his advisor. The advisor is one of the few faculty members who not only has the opportunity but also the obligation to view the curricula as a total entity and to comprehend its influence upon the individual student. The advisor, therefore, has a dual role of interpreter for the student and creative critic for the faculty.

As we look to the future in academic advising, we project that an increased emphasis will be placed upon advising services and the comparative costs of providing these services. With "legal consumerism" and the advocation of "student's rights" becoming more prevalent, it is time we focused atttention on the distinct possibility of "advising malpractice" being a contributing factor to litigation involving colleges and universities. We believe a well structured and efficiently managed centralized/specialized system of academic advising serves as a deterrent to "advising malpractice" and the subsequent cost of legal action.

Through a system of centralized full-time faculty advisors, continuity in advising is provided. There is unity in approach, greater reliability in advising and greater precision in insuring all students the opportunity of meeting with their advisor. Personalization is maintained through the individual and small group advising sessions, and greater accuracy in record keeping is accomplished. Inherent in our centralized system are high degrees of precision and care in making the graduation check, the availability, and the coordination of the enterprise through the Director of Academic Advising. And, most important, academic advising at Ball State is not a part-time, unwanted or additional responsibility—it is a career position.

REFERENCES

Academic advising at Ball State is unique within the structural organization of the University. For additional information regarding the structural organization write to Director, Academic Advising, Administration Building, Ball State University, Muncie, Indiana 47306.

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"VIDEO MATERIALS FOR ACADEMIC ADVISEMENT AND CAREER CHOICES"

Presenter: **Mr. Lowell M. Walter,** Associate Dean of Undergraduate Studies, San Jose State University

At the core of all undergraduate programs in the California State University and Colleges system is a State Code requirement that every student must complete forty units of general education courses to qualify for a baccalaureate degree. In order to satisfy this requirement, every student must take a minimum of two courses in each of four areas: science, social sciences, humanities, and basic subjects (English, speech, and mathematics). Furthermore, the student must earn a total of 32 units in these four areas. The remaining 8 units may be taken as electives, but must be taken outside the student's major.

Most academic departments at our institution require from 26 to 40 semester units in the academic major. Many academic departments also require certain additional courses in support of the major, and the pattern varies from department to department. Frequently, these supporting courses can be used to partially satisfy general education requirements if they are courses in the area of the sciences, social sciences, humanities, or basic subjects.

Ideally, each academic advisor should be familiar with all graduation requirements. In reality, most advisors find it difficult to understand and communicate to students the many nuances of the general education pattern requirements. For this reason, the University has established a General Education Advisement Center for assistance in planning an appropriate pattern of general education courses which, as explained above, is often influenced by the student's choice of major.

The General Education AdvisementCenter has been in operation for three and one-half years. Soon after it opened, it became apparent that many students were not prepared to make a choice of academic major at the time of their admission to the university. At the same time, it became apparent that many students could make a tentative choice of major if they had access to appropriate information about the various academic disciplines. Recognizing this need, a project was conceived which had as its objective the development of on-the-spot information about each of our academic disciplines which would deal with such questions as: 1) What is this major all about? 2) What kind of people should be interested in it? 3) What will the completion of this major do for me in the job market?

After considering the various communications media which might be utilized, it was decided that a series of video presentations combined with written materials would provide the most impact and have the highest interest value. Having made this decision, the next step was to determine whether the university had the resources to develop such materials.

A series of discussions were held with the staff of the Instructional Resources Center. It was finally agreed that their instructional television team could produce the desired kinds of video materials, but that support from academic departments was essential.

The next step was to ask the deans of our academic schools if they would be willing to exert influence on their academic departments to seek one faculty member in each department interested in participating in the project. The deans were reminded that quite often knowledgeable faculty are not available to talk to students about the university's programs, especially during vacation periods and holiday breaks when many students come in for information. They were also reminded that these informational materials could serve as effective recruiting resources for the various academic departments.

Our arguments were apparently persuasive, for we obtained excellent cooperation from all schools and departments. Over a three-year period our Instructional Resources Center has developed more than ninety of these video programs. Once the project got underway, we found thay many departments were approaching us and requesting an early opportunity to have a video program developed for them. They recognized the value of such a recruiting tool.

Each video program is 5-7 minutes duration. They have proven to be tremendously popular with students. They are housed in the General Education Advisement Center which is visited by about four thousand students each semester. Not only do they assist students in making preliminary decisions about choice of major, they also stimulate an interest in obtaining more information about choice of programs and vocations. We have found that many students will view six or eight video programs at one sitting.

In addition to these video programs, students who visit the center also have access to career monographs which have been developed to supplement the video presentations. These monographs provide more details about the job potential of different disciplines and facts about recently employed San Jose State graduates in the world of work. The monographs also are very popular with our students and have been much sought after by off-campus people. These monographs have been prepared by the university's Career Planning and Placement Center.

The combination of information via video programs and written handouts has been a fortuitous one for both faculty and students. The academic departments know that students will at all times have access to certain basic information about their programs. It is no longer necessary for students to rely on the uncertain possibility of catching an informed faculty person in his or her office for such information.

The voluntary testimony of high school students, junior college transfers, and our own student population attests to the practical value of using video materials to assist in academic advisement and career choice.

"ESTABLISHING A STUDY SKILLS CENTER IN A UNIVERSITY SETTING"

Presenter: **Ms. Patricia Quinn,** Coordinator of Study Skills, Academic Advisor, University of New York at Binghamton

Study Skills at SUNY-Binghamton

The Study Skills Clinics at SUNY-Binghamton, a student developed and student maintained program funded by a $6,000 grant from Exxon Corporation, caters to the traditional undergraduate and to the returning adult student. As the needs and environment of these two groups differ significantly, the establishment of separate clinics allowed participants the opportunity to concentrate directly on their unique study problems, especially ones in the areas of time management and distraction control.

Populations

First-year students and new transfers from community colges dominate the first category of clinic at SUNY-Binghamton. The clinic aims at the needs of these highly motivated students, most of whom graduated at the top of their high school classes, and who plan pre-professional programs for their sojourn at SUNY. Participants expect the clinic to provide them with a more successful formula for studying in general, and to address in particular the problems they encounter in the highly competitive college science and mathematics courses.

An intersting phenomenon concerning participants in this first category of clinic at SUNY-Binghamton is that seventy percent have been female. This sex representation may reflect the higher anxiety on the part of females toward the science and math fields, areas in which women have been traditionally underrepresented. Mathematics, and any science which depends highly on mathematics, constitutes the subject in which the change from high school to college course is most immediately noticeable. Not only does the density of the subject matter increase tremendously, but also the in-class competition and its psychological repercussions soar.

The second category of clinic at SUNY aims at the requirements of returning adult females.[1] These individuals, out of school on the average for ten years, feel out of place in classrooms of eighteen-to-twenty-two-year-olds, and regard themselves as poorly equipped to compete. Out of practice with studying, returning women want a more efficient design for that task. This design must realistically incorporate the obligations and time commitments of family, and must deal with their situation of relative isolation from a peer support group and student "grapevine".

Staff and Training

The Study Skills clinics at SUNY-Binghamton are student developed and student maintained. I designed and directed the pilot clinics in spring 1977 as a project in conjunction with a graduate internship to the Office of Advising Services, and I continue to act as program coordinator for the 1977-78 academic year. My training consisted of a review of available handbooks, readings in memory research, and the opportunity to visit the Reading Clinic of Walter Pauk at Cornell University. I hold a Master of Arts in Medieval History.

Included as Appenidix A of this review is a Source List for Instructors which I developed for my staff. The list includes two categories of readings: general source materials and memory studies.

Two undergraduate Peer Advisors, one a senior English major, the other a junior Pre-Med student, constituted my staff. Both Elaine Rothmann and Daniel Sussman independently conducted all aspects of their own clinics. Their training consisted of participating in a clinic with me, reading source materials, and discussing questions.

The peer advisors not only managed their responsibilities in a thoroughly professional manner, but certain other advantages accrued from this student-to-student counseling experiment. These can be best expressed by participants' remarks on evaluation forms:

> One of the questions I wanted to know was where to study on campus, which only another student can tell you.
>
> He could really identify with students because he's just been through it.
>
> I felt better about asking a question because she was another student.
>
> He really used the techniques he told us about.
>
> We all shared things, and that helped a lot in making a session informal, which I liked.
>
> They didn't talk above us.
>
> (Elaine) Many of them are taking intro courses which Dan and I have taken. We could give them specific tips on what to study for those courses.

Peer advising funding derived from the Exxon grant. While at SUNY these students received financial compensation; their duties and responsibilities could constitute a credit-awarding internship in institutions where programs in counseling exist.

Clinic Structure

Appendices B and C outline the four-session structure of the two types of clinic. An obvious variation between the two involves the administration of a Study Skills Inventory [2] in the clinic for the traditional undergraduates. The self scored inventory proves valuable to students on two counts. It can help them isolate weak areas in their study habits such as task avoidance, relations with professors, delay avoidance, reading problems, distraction control, and inefficient use of time. Its administration also functions as a positive self analysis technique, an indicator to the student that she/he already practices some of the basics of good study habits. The course plan and emphases do not, however, change as a result of the class performance on the inventory. It serves rather as the first exercise in a program that stresses self-help.

Philosophy

The justification for the inventory reflects the underlying philosophy of the clinics' operation and design: study skills are a method of control and reward. This philosophy serves to replace some typical student attitudes toward study that negatively interfere with their performance.

Some participants regarded studying as a non-productive activity which robbed them of their freedom. Others considered it boring. The most familiar complaint, however, was aptly phrased by one transfer student: "I worry so much about studying, that I spend my time *worrying about studying* instead of studying." I call this vicious circle behavior the Alice Effect; like Alice in *Through the Looking Glass,* the student runs and runs just to stay in the same place.[3] The clinics, through exercises and discussion of time and environment control, demonstrate to participants that these two most important constituents of the Alice Effect can be manipulated to their advantage.

Time Management and Distraction Control

Workshop participants at Vermont received exposure to some of the methods of the clinics through an exercise designed to make them aware of how they could control their own schedules through attention to certain memory phenomena. The exercise demonstrated the relative benefits of *distributed* versus *massed practice* in time scheduling. The mechanics of *proactive* and *retroactive interference* figured in this discussion as well, along with the phenomenon of *circadian rhythm*.

In discussing methods of controlling internal and external distractions at Vermont, I introduced the factors that make daylight study 50% more efficient than evening study. The *eye's operation*, the *optical muscle arc, blood sugar cycles*, and *catecholamine availability* constituted aspects of that discussion along with an analysis of the benefits of *regularized exercise* for increasing concentration. Since reducing external distractions depends principally on the creation of a study "sanctuary", I explained the benefits of *state dependent memory*, and demonstrated the *architectural psychology* of a typical dormitory plan.

Projections

In the future, the Study Skills Clinics at SUNY will incorporate an additional meeting for an extended and more in-depth look at problem solving in mathematics and natural science courses. Students who truly understand natural science courses for students who truly understand course material cannot work problems. While an math and science courses is the best solution, the clinics can relieve initial anxiety by presenting the methodologies of problem solving. Three excellent texts for this purpose are James Adams' *Conceptual Blackbusting*, Polya's *How To Solve It*, and William Widkelgren's *How To Solve Provlems*.[4]

Conclusion

The Study Skills Clinic program at SUNY-Binghamton can serve as a model in a variety of academic institutions. Because the program addresses the concerns of both returning adults and traditional day students, the clinics can adapt to a community college, evening school, or four year college setting. No special equipment is necessary. The use of peer advisors not only minimizes the cost of staffing without sacrificing program quality, but also adds a positive psychological dimension and greater credibility to the clincs' operation. Training is rapid, and clinicians as well as participants derive a valuable and flexible method of improving their academic progress.

Notes

[1]As Coordinator of the Continuing Education for Women Center at SUNY-Binghamton I offered the Study Skills program to returning women. All programs of the CEW Center are available to returning males as well, but are tailored to the needs of adult females.

[2]The SSI Form C by William Brown et al. of Southwest Texas University met our needs well.

[3]Walter Pauk in his *How To Study in College* aptly names this syndrome "stress intoxication".

[4]I am particularly grateful to Dr. Robert Pompey of the Department of Physics at SUNY-Binghamton for his vital assistance to me in developing the problem solving portion of the clinics, and for suggesting these works.

Note: Write to the author for copies of appendices.

"ADVISING THE EXPLORATORY STUDENT"

Presenter: **Dr. Gene Kafka,** Director, University Division, The University of Nebraska at Omaha

Good morning ladies and gentlemen...It is an extreme pleasure for me to be in the beautiful state of Vermont and to participate in this powerful conference dealing with academic advising in higher education. The reason why this is a powerful conference is because you care about students and you came here with the desired needs and have in mind desired outcomes.

First of all, the topics I would like to visit with you are extremely important to me personally. I have been in the field of education since 1963 and I have seen the powerful influence of self-concept in terms of student performance. The expectations of parents, teachers, counselors, and academic advisors play a truly significant and powerful role on how the student perceives himself/herself.

To the point then, being positive and knowing where a person wants to go is the ultimate in the decision-making process. For the student coming out of high school, it is expected that 1) he/she is now an adult and 2) because of this newly acquired adult status knowing what one wants is (or should be) automatic. Is this normal, do all students know what they want when they get out of high school? Well, what we want and what we get are sometimes far apart. In this case, the majority of beginning college students don't know what they want for a variety of logical reasons. For the majority of beginning students, they aren't sure what they do want, i.e., what their goals are, or who they are for that matter. Second, they are not sure about the world of work or the particular and unique career options open to them. And third, they are not sure about what to expect from the college they are entering for the very first time. I believe that *not* knowing what a student wants on the initial enrollment is more normal than knowing what a student wants. However, the what's-your-major-syndrome causes a lot of students to simply choose something because it is the thing to do.

Data supplied by ACT over the past years shows anywhere from 18 to 20% pick the "unsure" or "undecided" category in terms of academic major category. (These percentages are from the years 1973-1977). The Chronicle of Higher Education lists that for 1977 over 4.7% are undecided out of a total sample of (N 198,641) beginning students. In addition, again the largest category "Undecided" is rated at 9.7% for the probable Career Occupation category.

I am convinced without a doubt that these figures are deflated, that there are actually *more* students than what these percentages represent if students would be 100% truthful. In fact, I have stated before that I believe *everyone* is undecided, unsure, or exploratory at least at some time, especially in higher education. Do you agree?

In advising the exploratory or undecided student, I believe there are a number of basic prinicples to be concerned.

(1) Be patient...Yes, be patient. It is very easy to work or advise a student who is sure what they want...It's not only easy, it is also rewarding and very ego-gratifying. But now about the student who says - "I'm not sure what I want to take...I'm not sure I know what I want to do." How do we as advisors respond? I believe this to be a critical issue. Illustrate to the student that you understand and will take the time to help search and clarify choices.

(2) Get the exploratory student to explore his/her strengths. In other words, emphasize the *positive*. All

students have talents and potential untapped resources, however, the majority of input for many students in the past has been concentrated on what the student can't do, i.e., the negative. This negative input has a tremendous effect on the student as it plays a direct part in shaping the student's self-concept. In the advising process, make the students feel there is something in them. Get the student to talk about past successes—past rewards and accomplishments.

(3) Get the student to explore three basic worlds of necessary information. From the diagram below, the greatest help and assistance obtained from the academic advisor is the world of information and personal support. The advisor has the power to illustrate, demonstrate, and be a total part of the wonderful world of higher education. Get the student to believe in himself/herself because *what* a student chooses is not as important as *HOW* the student makes the choice. Be a part of the student—learn to really listen to what the student is saying.

ACADEMIC "ADVISING AVENUES"

SELF
Interests
Abilities
Needs
Values
Lifestyle
Concept
Goals
Attitudes

EDUCATION & TRAINING
Type: College, University
Trades & Industry
Time: Six Months, One Year, Two Years, Etc.
Course Requirements:
Major Field, Minor Field, A.A., B.A., M.A., PhD., M.D., J.D.
Course Requirements:

WORLD AT WORK
Past Experiences
Status, Psychology
Economics
Sociology
Income
"Future Shock"

(4) Don't be afraid to be human, *especially if you are an academic advisor.* This can be the most important part of the advising process. Somewhere after the books are read, the papers written, the exams passed, or re-taken and graduation, the greatest reward of the academic experience is to have the student say—"I really feel good about myself because my advisor made me believe I was really worth something. I shall be forever grateful for my advisor listening to what I had to say - For allowing me to become what I was capable of becoming."

"DATA PROCESSING: AID TO ACADEMIC ADVISEMENT (A NON-TECHNICAL APPROACH)"

Presenter: **Dr. Gerald F. Moseley,** Assistant Dean, University of Texas at Austin

My name is Gerard Moseley. For the past five years at the University of Texas I have held the central responsibility, among other assignments as academic dean for student affairs, for academic advising in our College of Natural Sciences. This part of my responsibility has been most challenging for me, and it is a distinct pleasure to share now with you the excitement of some successful approaches to academic advising that we have developed. The computer has played an essential "support role." The data processing methods which support advising and which we will discuss here will be applicable to large or small schools and depend more on your recordkeeping methods and basic computing capacity than the size of your school. The presentation will be informal and nontechnical in nature.

I will be limiting my discussion primarily to the academic curriculum *advising* process rather than the more broad *counseling* functions. At the University of Texas (as I'm sure at most of your institutions) we have instituted various approaches to help the student learn about the curricular requirements and to help individuals select a compatible arrangement of the course offerings term by term. In most of these approaches we hold the student "ultimately responsible" for curricular choices, and by this type of catalog statement, we may emphasize that we see our role as "advice-giving", but not strictly mandatory or even guaranteed. Recent court cases appear to not agree with such traditional catalog disclaimers—those that try to hold members of the faculty and staff immune while simultaneously holding the student responsible for the effect of our advice. This modern consumer awakening is simply one more incentive to be able to offer succinct and competent advice to our client-students; explicit and detailed supportive materials must be developed to aid the degree advisement responsibility.

What I want to do is show you how you can request that a computer be used at your institution to take some of the effort out of preparing a student's record for academic advisement. And with this degree check aid we will discuss how you can develop your curriculum in a way that the advisor—whoever is doing it, whether it's a faculty advisor or a peer advisor, or professional—can give *competent advice in a short time.*

The process which we developed grew out of what I might term a poor academic advising situation. In the spring of 1972, the College of Natural Sciences ran a student survey which dealt with academic advising and its quality in the colleges as perceived by the student. Nearly a third of the students thought that academic advising was "poor" or "very poor", and only one-fifth, or 20 percent of the students, found it "very good" or "outstanding." Sadly enough, the longer a student attended the University, the poorer the quality of the academic advising was perceived. One-third of the students surveyed spent less than ten minutes with an advisor per semester, and one-fifth never consulted an advisor at all. There's a strong correlation in this data between the length of time a student spent being advised and the perception of the quality of the academic advising received. Specifically, of the students who rated their advising "poor" or "very poor", 70 percent of them were advised less than 10 minutes per semester. Of the students who rated their advising outstanding, 70 percent

were advised more than 20 minutes.

Many of your schools probably have a preregistration system; and like us, you would find it difficult to give competent, rational, calm advice with a line of students outside your door. As a result of that student survey, and other obvious interest in trying to improve our relationship to students and the kind of advice we gave, we instituted several new advising improvement efforts. One was a "pre-advising" program using senior students; another, incentives for the faculty. Using both the carrot and the stick, we tried in different areas of the college and university a centralized approach, a de-centralized approach, professional advisors, and peer advisors.

Pragmatically, it was necessary to know just what works, what helps. The individual departments within the colleges had very different approaches. Most departments had, or wanted, a record of some kind on each student; the record was kept by the advisor, by the student, or by a clerk. The *quality* of academic advising didn't seem to have a clear relationship to any one factor; e.g., to the amount of money that was afforded the department, the office space or facilities, or the number of personnel that were working in relationship to the number of students. A large, expensive system could appear to be a bad system; or a very small, very dedicated number of people effectively seemed to handle a large number of students. But there are common threads that were necessary in each of these: good information about the student together with a logical format describing the curriculum. A regular, accurate presentation of student data base information was needed for support in conjunction with standardized curricular (again, each department had had its own format), and, training and feedback in how to use this information.

That brings us to Figure One. Bear with my mathematical bent for a moment while I define an "equation" leading to better academic advisement. The factors involved in this equation are a trained, experienced peer or faculty advisor *plus* clear regulations *plus* a clear understanding of student: this will *equal* competent advising. Seek out faculty members who are interested in advising—don't take the ones that aren't—or develop paraprofessionals *who are trained* and know well what the routine, and insidious, regulations and rules are. Have them develop an understanding of how career interest works together with academic course and curriculum decisions and relate this to the student's major and electives choices.

Once you have a trained advisor, the next term in our equation is *clear regulations*. I don't know how many of you have tried to read your own catalog, but I know when I started my job that "reading" the catalog was nearly impossible for me. (In fact, as a radio astronomer I went out one night and sat under the stars with a lamp and tried my damnednest to understand the catalog in its written, cryptic terms.) We need to make our regulations very clear; at the University of Texas we developed a Faculty Advisor's Handbook which distills all the important rules and specifies a detailed four-year coursework plan on a single page for each major (See Figure 2). The college certifies that a student will graduate if those requirements are met; note that the plan spells out the difference between "requirements" and "suggestions" that the department may wish to make.

The final component in that academic advising equation is a *clear understanding of the student*. It's necessary to know where the student is coming from, where s/he's headed, what courses s/he's taken, what transfer work s/he's had. If the advisor talks about the "weather" followed by the student leaving, then there is really no benefit of the advisor's knowledge. This clear understanding of the student is where the computer comes in and gives us our "degree check aid." A sample is reproduced in Figure 3.

Finally, I'm to the crux of the computer aid subject. What we've done is take the *chronological* transcript that the student has achieved by his University registration, and separated courses and sorted them *alphabetically according to subject*. This is a simple change which has dramatic ramifications. Note in the figure that for this particular student (who has given us permission to use his record, incidentally) each subject is summarized separately—computer science, chemistry, etc. We've further sorted the courses within those subject areas in ascending order. The freshmen coursework is first, next the sophomore, then the junior, etc. At our University this degree check aid is now scheduled and printed by the computer during each semester, just prior to preregistration, to be available for academic advising during preregistration.

Let me discuss the specific content of the form. Included are all information which seemed essential to advising. In the section of Figure 3 labeled "1" there is the biographic data. Next, in "2", there are the school and major codes which when decoded identify the school, major, and further, whether the individual is a pre-med, pre-law, etc. Included ("3") there is the date for which the information is current. In the fourth section we find: the degree sought (B.S., B.S., M.B.A., etc.), date of first enrollment, total hours of transfer work, etc. The coursework, listed alphabetically by department, constitutes the next, most helpful, section. Take a glance at the chemistry listing for example. Here the student completed Chemistry 301, the beginning course, earning three credit hours and a grade of "A" with twelve grade points. He next has credit for Chemistry 302 earned on a pass-fail basis. Then he undertook Chemistry 603A and finally, 204. By the way, this student took the first two courses, Chemistry 301 and 302, in 1971 by advanced placement. This fact is identified under the year and semester column by the code "718". With regard to English, he first placed out of the first course 301, then he took courses 305, 312L, and 317. Please note that it would have been difficult to determine this much information, *at a glance*, by analysis of the student's chronological record, the typical transcript record. English would have been in his first semester along with five other courses, then you would have had to look down the transcript into another area for his second English course. To assist an advisor interested in the student's English performance, see how it is found alphabetically in the degree check aid in a coherent, usable form. Any transfer coursework would be included as hours in the alphabetic subject listing.

After each alphabetic subject there's a summary of the hours and g.p.a. accumlulated; and then after all the coursework, in section six a comprehensive summary appears of all the University's work—upper division, lower division, and total. Finally, in section seven we are advised of the coursework for which the student is currently registered in the term in which the material was printed.

A great deal of information has been compressed into a small space on the degree check aid presented here. Each semester, as I said, this material is printed for each university student prior to preregistration in triplicate: one copy is provided to the student; a second, department copy is kept in the files for other purposes; and if, for example, a student is a pre-med, then a third copy would go to the

pre-med office.

Referring back to our better academic advisement equation, this gives us a very *clear understanding* of the student. I don't mean just Mr. Low's name and how old he is, but in terms of the kind of student this is—what his grades are, what his academic progress has been, the specific coursework he's taken, the specific coursework he *hasn't* taken (compared to the degree requirements), etc. As a consequence, the person advising Mr. Low is able to give personalized and individualized attention to this individual's curriculum needs and accomplishments.

The final component of the problem then is for the advisor to know what the degree rquirements are; and if we take a look at the example (Figure 2) that I've passed around from the Faculty Advisor's Handbook, you'll see what I mean. In terms of advising a biology major, for example, the advisor notes in the biology curriculum that a specific course in biology is required, the advisor checks the "B's" in this student's record to determine if the course has been taken and if so, how the student did. Similarly, for English, a foreign language, or whatever, by rapid cross comparison between the Faculty Advisor's Handbook advising sheet and the degree check aid, it is possible to arrive quickly at the number of courses that are required for the student to take in the current term. This takes a great deal of "weather conversation" from the all-too-typical faculty advisor's conversation with the student.

Let me pass out a summary of some of the degree check advising aid applications, which I've put on the separate sheet for you to take back (Figure 4). Perhaps it will confirm why our faculty and department staff have become ardent sponsors of this particular approach. (In fact many of our students improve their own self-advising using this combined technique of advising curricular sheet and degree check aid.) As seen on the application summary we have found these forms reduce the necessary time spent checking course prerequisites, grades, trends, whether the student has an adequate g.p.a. to enter a given course, the total number of hours undertaken, how many times a course has been attempted, failed or dropped, etc. We can use this same support material to determine the caliber of the student for a scholarship or fellowship, or for election to an honor society, or for other academic recognition if the department is interested in knowing its better students. (Note the grade summaries by subject.)

Another important advantage for us by this device is the fact that our student records are not readily accessible in the registrar's file; by printing the information from the data base and asking the student and the faculty advisor to use it once per semester, we find many of the errors present in the record are corrected promptly. For example, if a student should learn that his incomplete work, which he thought had been made up actually wasn't corrected on the record, then the student would initiate a necessary correction. All the critical data now are in one place; everyone—registrar, deans, departments, and students—uses the *same* data. In our experience the printed forms for the entire University were "paid for" in the personnel staff time savings in the recordkeeping of just one department.

Let me stop now except to mention that there are a number of other computer aided functions which the college uses in our administration which you might be interested in asking your computer people to simulate. For one, each course that's taught is summarized section by section: the grades that are assigned students are averaged, printed as a histogram, compared to previous student cumulative grade point averages (grade inflation index!), and copies are delivered to the faculty, departments, and the deans. Other examples are personalized scholastic deficiency reports, honors letters, etc.

Thank you for your attention.

Note: Write to author for copies of Figures 1-4.

"THE PREPARATION AND USE OF A HANDBOOK FOR ACADEMIC ADVISING"

Presenter: **Dr. Elizabeth Finlayson,** Director, Student Orientation and Academic Advising, James Madison University, Virginia

If your institution is exploring the feasibility of developing an advising handbook, you can begin by asking the following questions:

1. What need would such a handbook meet?
2. Who could have the responsibility for its development, distribution, and update?
3. What information would be included?
4. What are some of the costs and options in publishing?

Looking at each of these in turn, the following recommendations or suggestions are offered for your consideration.

The advising handbook should serve as a quick and accurate resource guide for anyone on your campus involved in academic advising. In most cases it would most effectively be used as a companion to the university catalogue. An initial critiquing of all academic publications on the campus would be advisable to determine whether or not adequate, accurate, and accessible information is already available to the advisor. The advisors themselves should be able to provide some input on the need for a handbook. The caliber of advising on your campus would be still another consideration - if it's lacking in any way, it should not be difficult to determine whether the lack of good resource materials is part of the problem.

The handbook should most logically be developed by the person who has the primary responsibility for academic advising. In order for the handbook to have credibility, there should be administrative support for its development and use. It should not be undertaken as a "once only" project; it should be seen from the beginning as a major and continuing responsibility which would include distribution and updating from year to year.

To some extent, the decision on what to include in an advising handbook will depend on whether the handbook is to be THE resource book on academic information, or one which supplements or complements other publications.

The value of one comprehensive manual - containing all academic information - cannot be overstated. The time and expense of pulling together all the academic related information found in a variety of campus publications will more than pay off in the time saving to advisors, and in the confidence they place in the handbook you provide them. Assembling whatever information is included in a logical order, with a table of contents and well indexed, is a must. Actual information would also depend on the responsibilities of the advisors on your campus. Academic policies and procedures, grading, testing, degree requirements, university forms and checksheets, special academic programs, academic support or remedial services, referrals and waivers, and registration are but a few of the topics which could be included. It is often helpful if the advisor has information on nonacademic programs or regulations that relate to an advisee's academic performance or status - athletics, automobile privileges, financial aid to name a few. Again, recommendations from those who will be using the handbook should be solicited.

A final step in assuring the accuracy of the information you are providing is to ask those persons who have the primary responsibility for making and administering academic policies to review your text. A statement in the handbook that this has been done will add credibility to your publication.

In reviewing your format and publications options, you will be aware that your manual can be anything from a collection of mimeographed papers stapled together to a loose leaf binder to an expensively printed bulletin. Most institutions would be advised to settle for something in the middle.

Mimeographed sheets without some sort of medium weight cover will soon become dog-eared, torn, and unstapled unless transferred to more permanent cover by the user. However, many advisors will not bother to do this and your carefully researched material will find its way to the trash basket or to the bottom of a drawer—inaccessible and forgotten. You would do well to stretch a modest budget to include some type of cover. Light weight report covers, such as those students use for term papers, can be purchased at minimal costs. Selecting a color that stands out, maybe one that matches or blends with your catalogue, will make the handbook more visible. If the cover is stiff enough to support the manual in a bookrack, so much the better.

There are both advantages and disadvantages to loose leaf manuals. The most obvious advantage is the relatively low cost of maintaining an up-to-date manual; new or changed policies can be substituted for outdated information. The disadvantage is that many people tend to disregard requests to replace the old material with the new and the information passed on continues to be that which was in the original manual. Also, it is difficult to manage a "good fit" of new material—for old, and appearance and order are sacrificed. The primary advantage to a loose leaf binder is the relatively small expense for updating, and the time saved in reproducing only that material which is new.

If your budget will allow, printed copy is preferable to mimeographing. The finished handbook will be easier to read, less bulky, neater, and more "official" in appearance. Any of the options for binding - spiral, loose leaf, saddle stitching - will prove to be more lasting than staples. When an attractively designed cover is added, the handbook becomes a display piece that can be left on anyone's desk, where its presence encourages its use.

On many campuses there is a Publications Editor or printer whose responsibilities include advisement on institutional publications. This is where you can get help on costs, type of print, headings, tables, illustrations, grades of paper, covers, and bindings. However, their expertise does not generally encompass content-information included is up to the editor.

In preparing material for print, you can submit "camera ready" copy or the copy can be typeset by the printer. Camera ready copy is photographed and reproduced just as you turn it in; therefore, it is less costly than printing. However, since typesetting can cover more material on a page than typewritten copy, the money saved by camera ready copy is offset to some extent by the cost of the added pages. Paper is expensive.

Printing cost is also related to numbers of copy, with cost per copy decreasing as the number of copies increases. Ask the printer for the differences in cost and use this information in deciding on the number of copies to print.

Obviously printing is going to require a sizable outlay of funds from some source, but the amount of time spent in the preparation of a handbook and its ultimate value to both student and faculty justifies a request for funding.

Updating and distributing the handbook should be the responsibility of the originator of the project. It is

recommended that you routinely provide the handbook to everyone on your campus who has advising responsibilities - both faculty and peer advisors. Let it be known that the handbook is also available, at no obligation or cost, to other members of your campus community who would find it useful.

When a completely revised handbook is to be published, a logical plan is to keep it current with the latest catalogue. In fact, blue line copy of the catalogue material can be carefully reviewed and changes needed in the handbook noted. Since the time required for the revision and printing of the handbook is considerably shorter than that needed for the catalogue, publication of the handbook can follow closely the publication of the catalogue.

Other ways a handbook can be updated include publishing an addendum and asking advisors to correct their own copy, or publishing corrected pages for loose leaf manuals and asking advisors to substitute the pages for outdated ones.

Since these methods allow for corrections to be made throughout the year as changes occur, it may be well for those who prefer a completely revised edition to consider these procedures for informing advisors of changes that occur between publications.

Once the handbook has been distributed, let it be known that those who were behind its publication are available to answer questions on any of the contents of the handbook or on academic advising in general. Also, soliciting feedback on the handbook from those who use it will prove to be invaluable as you look ahead to its first revision.

"ACADEMIC ADVISING FOCUSED ON WOMEN AND THEIR NEEDS"

Presenter: **Ms. Jan Korslund,** Chairperson, University Academic Advising Committee, Associate Professor & Assistant to the Dean, College of Home Economics, Iowa State University

Underlying assumptions about academic advising for women need careful examination. Advisors of all persuasions, from the extremely traditional to those whose consciousness of women's needs have been raised into action, may err by making sweeping generalizations about women's education. Perhaps the only valid generalization is that women are individuals with differing skills, abilities, interests and aspirations. Our focus of discussion today is a frame of reference that I have found useful in helping women assess their goals and resources in order to develop strategies for achieving their goals.

I have found that conflicting goals for women tend to center on these four areas: CAREER, PERSONAL, GEOGRAPHIC AND FINANCIAL. Some women need real encouragement to believe that *they do have a choice!* The degree of choice varies with the given circumstances of each woman but in all situations there is come choice. We have found that geographic immobility is the greatest single problem in finding employment. Thus, our students must be aware of that fact as soon as possible so they can explore geographic constraints of each major.

Decision making skills are crucial for satisfying outcomes to problems. Many women have not been socialized to relate their own decisions to the larger world. This model suggests to them that their goal decisions are made within the context of the economy, the polity and the community as well as within the constraints of their personal skills, abilities and interests. Goal choices must be examined in relation to preferred life style patterns. Newspapers and periodicals provide a wealth of current resource materials for examining these relationships. One resource I hope you are using is the Women's Bureau of the U.S. Department of Labor. Their reports and projections about women in relation to the world of work are excellent. Providing a bibliography of pertinent readings from your library is a stimulus for your women students to develop a pattern of seeking current resources for their decision making.

Goals (short term and long term), values, problem identification, alternatives, resources and choice are generally accepted components of the decision making process that students must understand. In addition, I have found it helpful to emphasize that time is a flow resource and that consequences of decisions are easier to accept if students understand the meaning of opportunity costs and closure.

A major asset of this model is its flexibility for varying kinds of students. It has been a useful advising tool for traditional students and for the older-than-usual entering or returning student. I urge you to develop model variation especially for your student population. The bottom line of any such models is to help women realize that they must develop skills in choosing the options that will maximize their goals.

"MANAGING FACULTY ADVISING"

Presenters: **Dr. Robert F. Gardner**, Director, Engineering Counseling/ Advising, Cornell University
Dr. Howard C. Kramer, Director of Research & Planning, Division of Campus Life, Cornell University

To talk about managing advisors one, first, must talk about the changing role sets of teacher and learner. As you read this your position is learner, ours is teacher. As you interact with advisors, your role changes to teacher with the advisor as learner. Subsequently, the advisor becomes teacher and the student the learner in the advising setting. These three dyadic role sets are characterized by Figure 1.

FIGURE 1
Parallel Role Sets
A. Us—You
B. You—Advisor
C. Advisor—Advisee

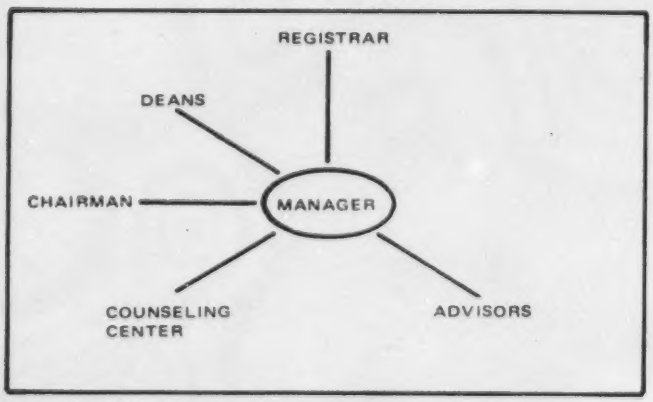
The work of the manager is to mediate the transactions that occur between the manager and faculty advisors and between the advisors and the advisees. To borrow a definition, management consists of the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve those goals; the marshalling of the required resources; the rational design, organization, direction and control of the activities required to attain selected purposes, and finally, the motivating and rewarding of people to do the work (Levitt, 1976).

The goals of the advising manager are:

1. To develop, maintain and improve a service system of advising for students.
2. To create an organizational framework in which individual faculty members may assess, practice or change certain personal and/or professional skills that contribute to the mission of the institution.
3. To carry out research and information processing to facilitate linkages between the advising system and the broader systems of the institutions and the field of higher education.

The manager of advisors is in fact managing a task system, that is, a collection of persons who have similar tasks of advising students. The manager of this advising system must have a perspective that allows the manager to perceive what is going on in the system of advising as well as what is occuring outside the advising system in that particular college or university. Figure 2 represents this system of the manager.

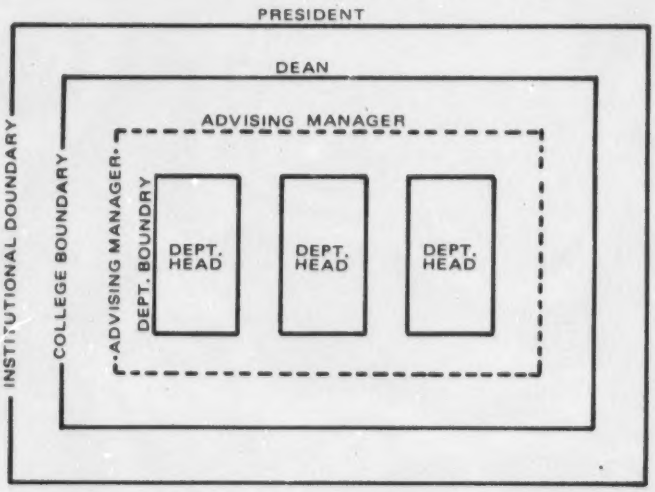
Figure 2
Advising Managing System View



One job of the manager is to establish and to monitor or patrol the boundary around the advising system. This monitoring takes two forms: 1) to be knowledgeable about the interactions that occur inside the advising system and outside in the institutional environment and 2) to regulate the transactions that flow from the advising system to the environment and from the institutional environment across the advising boundary into the advising system.

In actuality the manager will likely be responsible for a collection of advisors that come from many task systems (read departments or divisions) in the institution. This situation is represented by Figure 3.

Figure 3
Task Boundaries



Thus, a major task for the advising manager is that of using what in many institutions is a relatively powerless position of advising coordinator to coordinate and direct faculty advisors whose major allegiance is to various departments and academic disciplines found within the institution. The advising manager must be adept at planning, organizing and administering a system of advising services while being perceived by others in the institution as being at the beck and call of faculty members who provide the service. Not only must the manager be skilled at working with a variety of people and know how complex systems operate but the position requires a thorough awareness of self and a strong belief in one's own personal efficacy in order to cope with the requirements of such a calling.

The advantages of managing advising are:

1. the identification or clarification of responsibility for advising.
2. the provision of a means for monitoring advising services.
3. the provision of a mechanism of support for individual faculty members.
4. the coordination of advising services.
5. the provision of a link between the advising service and other parts or systems of the institution.
6. the facilitation of systematic assessment or change.
7. the institutional protection gained through the provision of competent service to student consumers, and
8. the development of faculty skills and competencies.

No approach is without blemish. In this case the disadvantages of managing advising are:

1. the higher cost, since coordination of persons is expensive
2. the responsibility for advising may be too sharply focused in the institution.
3. that effective management may generate anxiety, threat or conflict
4. that it places too much emphasis on advising
5. that procedures that work in coordinating advising may be attempted in other parts of the institution.
6. that it raises expectations about what advising is and what advising can or should do.
7. that it takes too much time, and
8. that effective management may change the nature of the interaction between persons in the advising system and those who are outside the advising system.

Management is, after all, one means of moving from a present to a desired state of affairs. The question, then, is do you, the advising coordinator, wish to use the concepts and tools of managing to achieve the end?

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"THE INVISIBLE TRANSFER STUDENT"

Presenter: **Ms. Toni Trombley,** Director, Advising Referral Center, University of Vermont

INTRODUCTION

Joining me to consider and offer some solutions to problems of "The Invisible Transfer Student" were representatives from several offices at the University of Vermont - Department of Residential Life, Registrar's Office and Orientation.

In 1977, the University of Vermont had an undergraduate body of 7315 students with 1800 new students admitted in the Fall; 378 of those entering were transfer students.

Toni Trombley first pointed out that transfers had not been given much recognition at UVM until her office took a survey in 1976 and found that, as a group, students listed numerous problems in adjusting to life at school here.

PROBLEMS CITED

Dissatisfaction with *HOUSING* was a recurrent problem. Too many students had been unaware of the severe housing shortage in Burlington, on and off campus, until they arrived a few days before school opened. Suggestions for improvement included such things as making more readily available listings of off-campus housing, keeping bulletin board listings up-to-date, and informing transfers of the housing problem earlier.

REGISTRATION procedures were also criticized. Many transfers suggested that a time for pre-registration be set up during the summer, since some would find courses already closed when they tried to register in the Fall. In some cases, this meant that they were unable to take necessary classes, and therefore could not graduate within the four year period they had expected.

ORIENTATION programs, the survey indicated, could benefit transfer students more directly through specific programs and activities designed for them. In 1976, the only activity specifically offered to incoming transfers was a luncheon, which was heavily attended. At that time, luncheon organizers were bombarded with questions, making them aware of many of the problems the students faced - but at that time, no group or office was prepared to deal with all of these questions.

SOCIAL ACTIVITIES represented another problem area, according to the transfer survey. Many students felt a desire to be included in class activities, but to do so they needed to find better publicity for meetings. They suggested a specific place or method be designated for transfers to receive information. Since they were living off-campus, they weren't receiving the regular mail that is funneled throughout the University campus. One suggestion, soon implemented, was a newsletter for transfer students.

CHANGES

Cindy Rubalcaba, Department of Residential Life, spoke on changes they had made recently regarding transfer students. First, in the Spring of 1977, they reclassified transfers as "forced off-campus students," and gave them second priority on consideration for on-campus housing, just behind returning students (Freshmen are first priority). On-campus housing opens up in the Spring semester, and with their new position of priority (from last to 3rd) all transfers who still wanted to move on-campus were able to do so.

Residential Life also publishes off-campus listings, and mails them to students on request. Because of the tight

HIGHLIGHTS

OCTOBER 16 - 19, 1977

THE CHAMPLAIN

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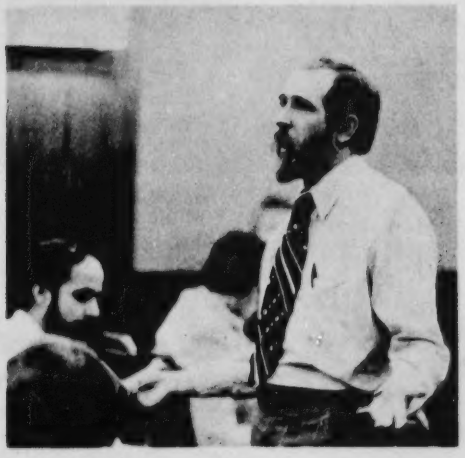
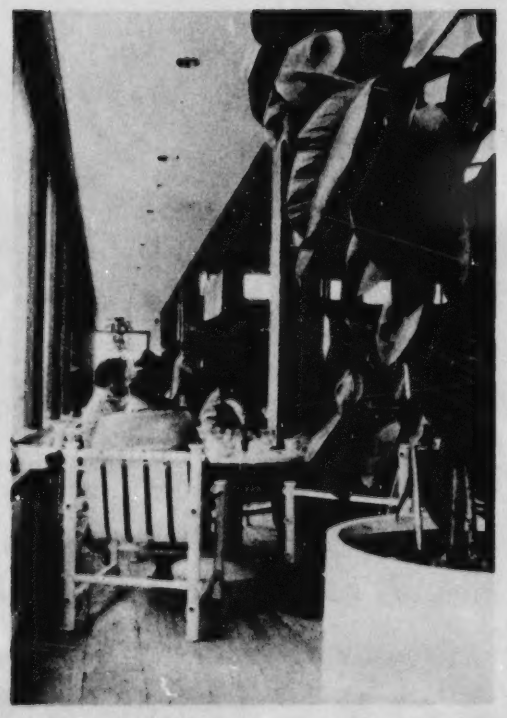


THE WORKSHOPS

SEE YOU IN MEMPHIS
OCTOBER 8 - 11, 1978



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housing situation, the Department has sent out a series of letters to transfer students from the time they are accepted, keeping them informed of the situation on and off-campus. Additionally, students were offered summer housing on campus for a limited time at a reduced rate, so that they would have a place to stay while searching for housing within the community. Finally, transfers were given a guarantee of on-campus housing the following Spring, if they so desired.

Toni Trombley noted that now, at least, the transfers have a choice of living on campus eventually; where before the new priority system, there was little if any opportunity to do so.

ORIENTATION

Peter Weiler next gave a quick history of the development of orientation programs at UVM. He described switching from June orientation to a September program, chiefly because of the fuel crisis in 1974. Recently, the University returned to scheduling orientation in June, partly for the sake of the transfer students.

The transfers receive the same orientation material that is sent to prospective freshmen, including a booklet put out by Toni Trombley's office, called "Straight Talk," that gives a clear description of introductory courses at the University. Switching orientation back to June, Weiler feels, has had an impact on freshman and transfer students. It allows the students to become familiar with the school, the environment, the courses they'll be taking, and so they find adjustment to University life somewhat easier in the Fall.

There is a problem in combining freshman and transfer students and treating them as one group for orientation. The transfers feel that their needs and goals are much different from the younger students, and are bored when they are treated like freshmen. In the future, Weiler suggests, the University may make one orientation session specifically for transfers.

ADVISING REFERRAL CENTER

Laurie Buck described the office's coordination of activities for transfer students. During the first week of school, a social gathering is sponsored for administrators and transfer students. Representatives from the Registrar's Office, Career Planning and Placement, Dean of Student's Office, and Financial Aid attend. Students with comments, questions or problems could talk directly to an administrator in a casual setting.

Another activity started for transfers is the "Adopt-A-Friend" program (now called Friend-On-Campus). Resident students can fill out a form if they are willing to participate in the program, to be matched up with transfer students and help them get to know people and activities on campus. An evaluation of the program indicated that it accomplished the primary goals of helping students forced to live off-campus, gain access to campus activities and people.

Other activities included organizing the students to work on the transfer student newsletter, intramural and other social activities, and academic support issues. The Center found that the crucial period for transfer satisfaction and the development of attitudes about the University was during the first 3 weeks of school. This is when we need to be in closest contact with them and ironically, it is also the time when we are least likely to be able to contact them. The University has difficulty contacting transfer students, whether for a social gathering or report of grades or billing, because the students do not always give their local mailing address or telephone. Telephone calls to their home addresses requesting parents to urge their son or daughter to contact us with their local address has been a highly successful method of obtaining otherwise elusive local addresses (remember these students are "forced off-campus" and find housing late). This fall, we obtained over 100 addresses through the telephone survey.

REGISTRAR'S OFFICE

Jay Bigman described the admissions and registrar's processes that a prospective transfer student goes through. Along with regular application forms, a prospective transfer is sent a questionnaire asking about his/her present course of study. This is sent with the student's transcript to the Registrar's Office for evaluation of credit. When evaluation is complete, one copy is returned to Admissions and mailed to the transfer student along with a notice of acceptance. Two copies of the evaluation are sent to the student's prospective school or college.

A problem arises when the University accepts general credits but the Transfer student's department at UVM does not accept all those credits as applicable to his/her major. Students have come to Burlington in June or September and had the University accept, for instance, 60 of their credits. Then after the school year begins, they may have met with their advisor and discovered that only 40 of those credits would actually be accepted in their particular program. To avoid this situation, the Registrar's Office is working on a revision of the original transfer questionnaire. This will include a request for descriptions of courses the student has already taken in a potential major field. This completed survey will then be sent to the Dean's Offices along with the Registrar's general credit evaluation, so that an advisor within the department can evaluate the credits before the student receives an offer of admission.

WRAP UP

Toni Trombley summarized by indicating that we have tried to detail for you "one university's response to the needs and demands of transfer students." She indicated that evaluation is on-going and her office will continue to monitor the results of activities aimed towards improving transfer student educational life at UVM.

A two year study, being conducted by the Advising Center is looking at the effect of current policies and procedures on the students' experiences with University resources. It is intended to identify common grievances among transfer students. This survey will be completed in the Spring of 1978.

FINAL NOTE

Workshop participants were divided into groups by size and type of institution in order to discuss common issues and generate ideas or solutions for dealing with problem situations. A packet of materials was distributed by participating offices.

"THE ANSWER PLACE: ACADEMIC ADVISING IN AN OPEN DOOR, MULTICULTURAL AND MULTIPURPOSE UNIVERSITY"

Presenter: Dr. Carolyn B. Smith, Assistant Professor of Speech, Director of Academic Information and Services, The University of Houston Central Campus

I have placed on the chalkboard some of the characteristics of the four schools in the University of Houston System. Pretend for a moment that you are a student again choosing a school. After you have chosen, I want you to predict, if you can, the kinds of academic advisement or the delivery system that you could expect. Then we're going to focus on one of these: The University of Houston/Downtown; their student academic advising center, which they call SAC, because that's the main portion of the program.

Let's look first at four institutions. They're all in one system. They're all very young but very big. Part of that is simply their location in the south which is having an economic boom at the present time.

Let's take them in the order they were created. The University of Houston came out of Houston Independent School District as many junior and community colleges do. This school came about because the only institution of education in Houston, Texas at that time, was Rice Institute, a selective institution not equipped to meet the growing demand for education. There was a need to train new people for business and industry. That was the purpose of the junior college in 1927, with sixty students and sixteen faculty members, meeting after hours in San Jacinto High School, with little equipment, limited funds, and a dismal future, except that there was a tremendous need.

By 1934, the University of Houston was a senior college and a campus was given by an oil-rich philanthropist who asked only that this should always be a "working man's college." Hugh Roy Cullen's donation of land, along with other donations, became a 390 acre campus within sight of downtown Houston. The school grew rapidly because it was the only public institution that could feed the business and industry of a growing city like Houston.

The next campus was created in 1974 in the Clear Lake area near the NASA Space Center just south of Houston. There were seven junior colleges, each with their own missions, purposes and philosophies. The Clear Lake Campus of the University of Houston System offers only upper division and graduate courses. The board of advisors was drawn from the seven junior college presidents.

About the same time, a junior college in Victoria, which is much, much further away—several hundred miles down the coast—asked that we establish a campus there, literally build on top of Victoria Junior College. They already had facilities so it was a small investment; simply establishing an administration and faculty.

Finally, the University of Houston/Downtown, the newest of all. Originally South Texas Junior College, an independent junior college, faced heavy competition from all the state supported schools and the establishment of a new Houston Community College, which came of the same independent school district that many years ago spawned the central campus. The University of Houston purchased South Texas Junior College and converted it into the University of Houston/Downtown. This school serves many of those who work in the area, emphasizes business and technical skills and has become an open-door institution. I heard it phrased by Mildred Schmidt, "Anyone can get in, but not everyone can get out." It was junior college with a four year program in criminal justice, but has now added several more four year programs. With the renovation of the old, centrally-located building into a very modern and beautiful building, the school has changed its entire personality in the past few years. With state funding and outreach, it is a multi-cultural, multi-ethnic, all-purpose university.

Up to this point, I've talked to you about the purpose, the location and the clientele of each of these schools. If you were a student again and these were the four institutions available to you, which would you select? I'll answer any questions that will maybe help you with your selection.

Question: What's the population of Downtown?

The population of Downtown is in excess of six thousand.

Question: How close is the Downtown to the central campus, and how easy is it to interchange between the branches?

It's about three or four miles of fairly heavy traffic but relatively easy.

Question: Would you be able to go to both at the same time?

If you want to pay the student service fees for both places. Students do do it. You have to be eligible for admission to both the Central Campus and Houston/Downtown.

(Voting for particular campuses by participants, some discussions of why each voted as they did.)

University of Houston/Downtown was a runaway winner, from the information that you had available to you. Unless you're an exceptional student who can tolerate being pretty well on your own, not be discouraged when the faculty is demanding and maybe a little negligent of the human components in the process in your development, you'd be right to choose UH/Downtown where there is more individualization, more interaction, and the delivery systems on the academic advisement is very accessible.

The Office of Academic Information and Services has four responsibilities. One is to recruit new students. You need a lot of academic information to do that, so it's sensible to have these people in the same office. These are all cyclical functions which mean everybody can walk several different paths at different times during the year. The second is orientation. The third is the advisement of students who are uncertain about majors, and the fourth is premed and predent counseling.

Let me contrast my location in the Central Campus administrative building with the warmer location of UH/Downtown student advisement center. It's next to a student lounge, a very attractive, newly redecorated student lounge. The offices are cheerful; the counselors are almost instantly available, except in peak times. These people are saying, "We're available."

A task force on admission and retention wanted to know exactly what the Central Campus track record was on retention. I had generated a computer label for every student that had been enrolled in the spring of 1976 or the fall of '76 who was not enrolled in the spring of 1977. That produced thirteen thousand student names. The questionnaire, which I did not design but remembered had first "was graduated" and second was "accomplished my educational objective." Some people go to school to learn Portugese. Whey they've learned Portugese, they have satisfied a need as direct as the need for a degree. We can't expect everyone to graduate. More than three thousand answers came back, "couldn't find parking", "couldn't get

sufficient financial aid", "conflict between time and work", "couldn't get the classes I needed", "couldn't get the classes at the time I needed them." The final question I left open-ended. "Had the following unmet needs." On that one, sometimes people wrote back more than I had written on the entire questionnaire. In other cases, I found remarks that I felt were truly pathetic and let me know how inadequate our advising system is: "I didn't have any unmet needs, but thanks for asking; nobody ever asked me before." Or "thanks for caring." This was a computer generated label on a multilith questionnaire. You must be deprived of interaction with your institution if you can interpret a computer generated label and a copied questionnaire as caring.

You've all chosen, practically, UH/Downtown. I think you've had good reasons for doing so. It has an advisement system with an outreach and a location close to the social center of the students, adequately staffed. Its delivery system is far more personal. I think you'd be better taken care of at UH/Downtown. But I'm trying.
(Discussion followed.)

"CONTRACT LEARNING AND PORTFOLIO DEVELOPMENT AS A PROCESS FOR ACADEMIC ADVISING"

Presenter: **Ms. Mary L. Wade**, Counselor Coordinator, Community College of Vermont

This workshop will focus on the Community College of Vermont's contract or portfolio development process, which is our degree process. We're going to look at our contracting process in light of how it serves as a procedure and a process for academic advising. What we want to do, first of all is, give you an overview of the Community College of Vermont, so that you can understand how our contracting process fits into the total picture of our system. Then we'll focus on our degree process, especially as it relates to the role of academic advising.

I'm Mary Wade, Coordinator of Learning Services for the Community College of Vermont, and this is Ginger Reed and Susan Smallwood. They work within the college, providing various functions. Their main role is counseling and academic advising. In addition, they work with students and community teachers to develop learning experiences and curriculum.

The college is a community-based community college. We have four regional sites, which are distributed throughout the state. We have one site in the Northeast Kingdom, one in the Northwest, one in the central part of the state, and one in the Southeast. In addition, we have a Central Office in Montpelier. We use community faculty and community facilities as we have no campuses. Our faculty is composed of all part-time people who work and live within the community in which education is delivered. As I said, we use community facilities, as our courses are delivered out of classrooms, churches, wherever we can find space. In addition, our curriculum is not fixed but changes term by term. Before a term begins, we develop the curriculum for that term and hire the faculty and that faculty then changes with the curriculum.

Educationally, we deliver a competence-based curriculum and we use a contract or portfolio development process as our degree process. We do not give credits nor do we give grades, but rather we evaluate each learning experience through a narrative evaluation in which the teacher writes an evaluation of the student's work based on the objectives of the course or learning experience. The student then writes a self-evaluation. That narrative evaluation becomes the transcript for that particular learning experience, for transferring purposes.

We deliver education in a variety of ways. Although the main mode is through classes, we also provide individualized instruction through independent studies, on the job learnings, and what we call clusters. These are mini colleges within a particular geographic areas. The cluster is composed of a learning support group and a variety of learning experiences delivered to students within that learning support group.

In terms of the student population itself, probably a typical profile of one of our students would be: female, around thirty years old, has been out of school for several years, may not be a high school graduate, but may be working on a GED, and would be low income eligible, then, for financial aid. Many of our students are on financial aid.

Susan, why don't you review our contracting process?

(Smallwood): The orange brochure spells out our degree planning program and this chart gives you an overview of the process itself. Each student must address ten broad

areas of competence—they must show they are competent in each area.

We start out with the student, just exploring his or her own interests. And, very often students come in not planning to get a degree and just take a course or two or three or four, or even go for several semesters and then decide that they do want to get a degree. Some students never do. There's no pressure to get a degree, but we let them know how the program works, so that if they want to, they can.

There are a variety of ways that people do explore their interests. The most common one is classes, but there's independent study and personalized support groups and internships. Then, with the help of other students, their counselor, teachers and classes, the student would decide on an area of study. Before they start the degree program, students should have an area of study. The area of study can be specific, such as being a teacher's aide. Or it can be broad, such as wanting to pursue a liberal arts education. But the way the program works, a student has to have some sort of overall framework into which to fit the ten areas.

After deciding upon an area of study, they then develop their initial study plan. The plan is usually developed through a Degree Planning Workshop, which is a regular twelve to fifteen class where, within the course of a semester, the student develops his/her portfolio. But, briefly, again within the framework of those ten areas, students make competence statements about what they already know and do. The next step is for them to meet with a Local Review Committee. They come to that committee having put together their portfolio of past learning, having included statements about what they would like to do in the future within say "cultural awareness" one of the ten areas, and having done some research into their chosen field of study. We ask all of our students to research their specific goals. They interview people who have a job in their field or refer to college catalogues if they'd like to get a B.A. We also provide them with some occupational information. Therefore, they are coming to the Local Review Committee with their portfolio developed and having done research on what they might need.

At that point, the Local Review Committee takes over. We have individualized Local Review Committees. For each degree student, we put together a committee of four people. There's another student, a practitioner from the field in which the sudent is interested, a teacher in that field, and a CCV representative, usually the site director or the regional director. The counselor would be present to take notes for the student. The Committee then advises the student about what more they think that student needs to have an associate's degree level of competence in their specific field of interest. Then the student goes on and learns those things that they've agreed upon with the Committee that they need. They then complete their contract, which means concluding the new things they've learned, writing up more statements about what fields of knowledge they now have through the learning that they've done since their first review committee, and doing some formalized documentation.

The students meet again with their Local Review Committee. Some students go more than twice; they might go again for an advisory session. In some cases, Local Review Committees will help students completely change around their plans. But, at some point, they go to the committee saying that they think they have completed what they mutually agreed to. It is the Local Review Committee that says, yes, we agree—you have an associate degree level of competence. Within each geographical area, people from the community are saying that they feel the student has enough. It's the same committee all along for each student. And then, at the end, the contract is sent to the Central Office where it is reviewed by a Final Review Board, which is a statewide board. The students then receive an associate degree. Twice a year we have a formal graduation in Montpelier for students from all over the state to get together.

The important function of the narrative is to get the student to focus on how he/she is as a learner, what are the very important past events that have made her who she is today and helped her develop in terms of where she wants to go. The narrative also introduces this person to the Review Committee because basically this student is presented or represented by the portfolio—the contract will go out as a transcript of his/her degree when she wants to transfer into another college, or could be used as a resume for a job.

The narrative includes a goal statement which specifies the student's goal and why he/she wants an Associate Degree. In addition to the narrative, the contract contains a linking statement for each of the ten areas of competence. The linking statement expresses how the student sees that area in relation to his/her future goals.

Next the contract includes competence statements. These are brief statements, about what the student knows about each of the ten areas of competence, what's she's aware of, what she can do, what she has learned, but not what she has done. We focus on helping students write statements about learning, and what does the student knows, not what the student has done.

The next piece on the right is labeled experience. This is what we call the learning experience or the learning vehicle where the student learned each competence. She knows how to do an interview effectively, but where did she learn that? She took an interviewing workshop.

The next column is "evidence," the documentation, which is the evidence that the student knows what she says she knows. People present packets of letters or evaluations and transcripts from courses, items that they have made, maybe records or tape recordings of music they've played or a counseling session that they've been involved in. It is the committee's job to review each piece and see that it demonstrates that in some way, the student has proven that he/she has the specific competencies.

The important thing in terms of the Local Review Committee process is that the standards for the degree are set through that process, which involves the student and the community and the College.

The back page is a list of learning experiences. We try to have people lay them out chronologically, so that the committee can get a sense of what's been going on in this person's life. We also usually ask for where did that happen, just in terms of letting people know—again, on the Committee—particularly for adults who may have moved around a lot. Then there's the documentation index, which is another one of those technical things.

(Wade): One concern that I have about our learning processes in terms of the adult is where they are in terms of adult development. I don't know if we take people from one stage to the next or support them moving and growing from one state to another or if we weed out those who are

not at one stage and cannot make it through our process. I'm not sure about that, I think we need more information. But that's something that worries me, in terms of contract learning.

(Smallwood): Services are donated by the people who are on the Local Review Committee. It's viewed as a community service that those individuals are providing for the College and for the community. So the only person who's paid is the CCV member.

(Reed): The College started out originally as having no tuition and no pay for teachers. Over the course of the several years that we've been evolving we've gotten to the point where the tuition is pretty minimal, but exists, and the teacher pay and the staff pay is very minimal, but exists. There always has to be another motivation than money to be involved with the College.

(Smallwood): In terms of the degree student, they're required for one term to have half-time status, which is our residency requirement and that's $100.00.

"SOME MODELS FOR MEASURING THE ACADEMIC PROCESS"

Presenter: **Dr. Edward L. Jones,** Lecturer/Advisor, University of Washington

Academic advisors, performing necessary student services, sometimes have a need to know how well they are performing, and whether their performance meets the individual needs of the students they serve. How can advisors measure the academic advising process? One way, of course, is to call in a social scientist to set up a research instrument for them and survey the problem. Another way is the "do it yourself" method. This article will outline a "do it yourself" approach, and present a model or two for analysis in setting up a survey questionnaire by the advisors to perform a self survey.

In order to properly prepare the survey instrument, it is important to select a reasonable method, the descriptive approaches.

The primary purpose in using the descriptive approaches is to "paint a picture" of a particular situation, rather than using the cause-and-effect relationship.

There are ways to obtain descriptive information about how people behave.

A. Ask for the information in a personal interview.
B. Ask for the information using a mail survey.
C. Give questionnaire to students at the end of the advising session.
D. Observation of the group to be measured.
E. Measurement.

Research investigations which use this descriptive approach are usually called questionnaire or opinionaire studies.

The descriptive approaches are the most preferred and widely used methods compared with the experimental and statistical methods. They have greater value in both the preliminary and final stages of an experimental study. Researchers have a high regard for the data yielded from such a study when coping with everyday problems. Finally, the descriptive approaches provide concrete facts describing a situation on a basis of which reasonably definite plans can be made for further action to resolve the original problem.

There are several devices designed to procure information. The *questionnaire* is a device designed for securing answers to questions using a form which the respondents complete themselves. A job application is a type of questionnaire. The *schedule* is a set of questions asked by an interviewer face to face with the respondent. The questions asked are the same as the ones on the questionnaire. The last device is the *interview guide,* composed of a list of topics the interviewer must cover, and it is much more flexible than the others.

Selecting the most popular device, the questionnaire, here are some important suggestions the advisors can use in its preparation.

A. The first important step is to translate the general purpose of the study (to measure academic advising) into the specific information needed from the subject (the student advisee).
B. The self-survey questionnaire should not require over 30 minutes to complete. An even shorter time is desirable.
C. Every item constitutes an hypotheses and should be defensible on the grounds that the answer will be significant to the central problem. Each of the items

should be related to the central problem.

D. The language used in the questionnaire must be gauged to the level of the group interviewed and the precision of the data needed.
E. The creator of the questionnaire must keep in mind the frame of reference of the respondent.
F. The information level of the respondent must be kept in mind.
G. Social acceptability of possible alternative answers must be considered.
H. Leading questions must be avoided.
I. Each question should be limited to a single idea (a very important item).
J. Arrange the questions to flow from the general to the specific.
K. Be sure to pretest the questionnaire. Try it out on a sample of the student population; this should reveal ambiguities, biases, poor phrasing, and items that need to be corrected.

An integral part of the questionnaire is the rating scale which has two parts: the instruction, and the scale. Each item becomes a scale in itself, and the total scale is actually a battery of scales. The simplest method of scoring a scale is to assign the arbitrary values of 1 to 5 to the responses. For example:

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
(1)	(2)	(3)	(4)	(5)

The final step of the study is the analysis and interpretation of data, which can be accomplished by using standard statistical techniques.

Models A, B, C, D can be obtained by writing the author.

"MAXIMIZING THE USE OF FACULTY ADVISORS"

Presenters: **Dr. Thomas Grites,** Director of Academic Advising, Stockton State College, N.J.
Dr. Joseph Metz, Assistant Dean for Undergraduate Studies, University of Maryland

This workshop was presented with a brief theoretical framework and considerable practical materials to be used for discussion. The presenters focused on four major areas of concern to individuals in institutions where faculty members serve as the primary academic advisors. The areas of concern are as follows:

Selection: Joe Metz admitted that he has never selected a faculty member to be an advisor, but that his 10 years of advising experience have provided a good foundation for suggesting criteria that might be used in doing so. One must first agree on an institutional definition of advising, and he suggested what advising is *not*, i.e., a fringe benefit, minor support service, something anyone can do, merely choosing courses, or imposed.

He distributed a survey of College Park administrators which indicated their emphasis on the advisor's knowledge of requirements, campus services and other people who can provide advising services. This is similar to what students want as well, and should be considered as selection criteria.

He distributed and discussed a handout of other criteria and characteristics to be considered. The "physical" characteristics included: 1) available space for privacy in the advising relationship, 2) telephone access to make referrals on-the-spot, and 3) access to student records for timely and accurate data. The "professional" characteristics included 1) overall knowledge of day-to-day campus activities, 2) a willingness to participate in training programs, 3.) available time, although not necessarily at every student's beck and call, 4) a commitment to advising as a teaching/learning process that sews together the whole fabric of a student's educational experience, and 5) participation in formulating institutional academic policies that impact on advising. The "personal" characteristics or criteria might include: 1) expressed interest in general student welfare, 2) ability to listen constructively, 3) perceptual flexibility, i.e., to see things from the student's viewpoint, and 4) the emotional stability to grapple with student problems almost constantly.

Training: Tom Grites presented a sequence of 6 (faculty development) training modules he has designed and is seeking grant funds to develop fully. The modules were presented conceptually in an hierarchical order of their use on the campus and with examples of implementation methods. They are described as follows:

1. Basic Information Skills—thorough and accurate knowledge of academic rules, regulations, policies and procedures; this includes General Education requirements, course availability, individual program/major/minor requirements, registration procedures and processes, retention policies, and the rationale for them. A useful format is through the design of tests, quizzes, or "self-assessment inventories" about this information.
2. Career Development and Decision-Making-Skills—making "undecided" a positive term, asssessing the compatibility of a student's goals with liabilities, motivations and other interests, investigating alternative career paths, and developing a decision-

making strategy. Use staff of Career Development Office, use of checklists on life goals, self-estimates, career expectations, etc., and interpretation of available test data are all good training techniques.

3. Communication Skills—this includes such items as developing credibility and confidence as an advisor, identifying non-verbal communication, facilitating communication through "action statements", confronting students when you think they are wrong, and making appropriate referrals. These may be done through demonstration and role-playing techniques.
4. Co-curricular Activities—attempts to involve students in experiential learning programs, student government, residence halls, tutoring, etc. so as to enhance their curricular goals. This is usually done through a "shotgun" approach utilizing personnel from all such campus offices.
5. Environmental Perspective—understanding the total student; developing an adaptability for advising minority students, returning women, the exceptionally talented, older students, the handicapped, as well as the "traditional" college student. This is accomplished through case-studies and role-plays.
6. Developmental Perspective—an integration and synthesis of the previous modules through identification of the student's intellectual, social, emotional, and physical status and fostering growth in them. One uses a lecture/discussion approach with use of many examples.

Evaluation: Joe Metz distributed several surveys that he has used and described some of the reasons for performing such evaluation. Evaluation gives an indication of the degree of satisfaction and dissatisfaction that exist and keeps everyone "psyched up" about advising, since it is obvious that someone is concerned about it enough to evaluate it. Evaluators should include not only students, but also colleagues, supervisors and one's self. Criteria for evaluation should include knowledge, availability, demonstrated interest, understanding and concern for students, and good interpersonal skills.

Compensation and Reward: Tom Grites talked about several ways in which faculty advisors could be rewarded for doing a good job. These include released time from teaching, committee assignments, etc., honoraria, luncheons, credit for teaching an independent study, letters of appreciation, awards, and other publicity gimmicks. He then distributed the preliminary results of a study he was currently completing, which showed the lack of importance given to academic advising in faculty collective bargaining agreements and promotion and tenure statements. The term "academic advising" is not mentioned as a part of the faculty workload in half of the institutions surveyed, and an additional 25% simply mention it as a function to be performed, but with no detail.

This workshop was presented with faculty advisors in mind. However, the presenters support the use of peer advising, self-advising, professional staff advising, computer-assisted advising, advisement centers, and even (perhaps, especially) secretarial advising. Many of the ideas presented here may be easily adapted for use in these other types of advising programs.

"PERSONALIZED ORIENTATION FOR THE UNDECLARED MAJOR"

Presenter: **Mr. John Argeropoulos,** Associate Director, Counseling Center, Northern Michigan University

Summer Orientation at our University had been a series of six 2½ day visits to the campus in which the students received the typical format of large group presentations dealing with graduation requirements, school policies and regulations, student activities, reading and math placement tests, campus tours, picnic, and preregistration sessions with faculty advisers in the respective academic departments. Those students who were undeclared majors all too often were merely given an additional brief overview and then parceled out to departments in which they might have a "high interest."

The inadequacy of this approach soon became painfully obvious to everyone, and two years ago we set aside one complete orientation session that would be designed expressly for the needs of the undeclared major. Earlier success with a non-credit workshop offered by the Counseling Center (the Lifestyle Workshop) had demonstrated the power of a small group format when coupled with self-empowerment activities. We felt that we could use this approach if it could somehow be linked to potential careers and potential college majors, thereby enabling the students to apply their insights from the small group sessions to the preregistration process which still awaited them. The solution was found through a cooperative arrangement with the Appalachia Educational Laboratory in which we were able to adapt their chart of high school subjects and worker trait groups into a format that illustrated a strong relationship with various college majors.

Fifteen group leaders were carefully selected and given a one-credit training course in how to systematically customize an innovative approach to orienting and advising the undeclared student. Group leaders were carefully evaluated utilizing the following criteria: residence hall living experience, knowledge of the University, ability to communicate effectively, self-confidence, and an outgoing, sincere manner. Fifty percent of the week-long training program for Summer Orientation staff assistants was devoted to specifically training the group leaders for the specialized undeclared major session.

All freshmen who planned on being undeclared majors were invited to attend the same summer orientation session up to a maximum of 150 students. The major focus at all times was to create a program that would generate a feeling of personal empowerment in each participant. Thus a sequential model comprised of the following four stages was utilized and proved to be highly successful: (1) Success factor analysis of past achievements and accomplishments to ascertain the individual's unique pattern of strengths, talents, and abilities in terms of transferable skills, self-management skills, and work content skills; (2) Values clarification exercises to help the individual better understand needs and personal values as they relate to the world of work; (3) Use of the Career Information System's prioritized charts relating favorite subjects in school, interests, temperaments, and aptitudes to Worker Trait Groups, and ultimately relating the Worker Trait Groups to College Majors; and (4) Use of decision-making model designed to accommodate the data generated in 1-3, followed by help in academic advising for preregistration.

The first clues to indicate that we were on the right track was the almost immediate response of the prospective

freshmen who quickly filled up the enrollment quota of 150 reservations and the high spirit of camaraderie and commitment exhibited by the group leaders during their week of training. The subsequent evaluation by the freshmen was overwhelmingly positive and clearly indicated that the most important aspects of the session were: (1) the opportunities for personal attention and relationship-building and (2) the practical application of the exercises to an analysis of potential college majors and career choices. The most frequently mentioned suggestion for improvement was that we extend the program for an additional day as there was too little time for socializing or exploring the campus or surrounding area on one's own.

"ADVISING MINORITY STUDENTS"

Presenters: **Mr. Robert Clayton,** Director for Special Services, The American College Testing Program
Dr. Andrew Goodrich, Director, Office of Minority Student Education, The University of Maryland

The purpose of this *data driven advising model* is to build in the extensive use of data in the advisement process as a means for improving the retention of minority students within predominantly white colleges. A survey of the current literature on student retention shows that there are three significant questions:

1) Who drops out of college?
2) Why do they drop out? and
3) How can the overall dropout rate be reduced?

National Attrition Data

A report by Egerton (1975) on persistence and graduation rates notes that

> Of every 100 white 18 year olds in the United States, about 75 finish high school, about 45 enter college, and about 15 earn a baccalaureate degree; of every 100 black 18 year olds, about 65 finish high school, approximately 30 enter college, and only about 5 earn a degree (pp. 4-5, Equality of Access in Postsecondary Education, Report of Conference sponsored by Southern Education Foundation, July 17-19, 1975).

Astin (1976) again also notes that the dropout rates for black undergraduates in predominantly white colleges is more than 10% than that for whites.

	STOPOUTS	DROPOUTS
WHITE MEN	11%	26%
WHITE WOMEN	8%	23%
BLACKS IN BLACK COLLEGES	11%	26%
BLACKS IN WHITE COLLEGES	13%	37%

SOURCE: ASTIN, "PREVENTING STUDENTS FROM DROPPING OUT," (1976)

The Quality of Minority Student Enrollment: Its Implication for Advisors

A recent study by William Boyd notes that Black undergraduate students tend to enroll more heavily in education and the social and behavioral sciences, and lean away from such professional fields as architecture, engineering, pre-medicine, and the physical sciences. Boyd's study deals with what we refer to as the *quality* of minority student enrollment and shows that:

> whereas 28% of black students are enrolled in the social sciences, 15% in education; and 15% in business, only 6% are enrolled in biological sciences, 4% in engineering and math, and 2% in physical sciences.

While the data presented in this model is designed to address the advisement needs of minorities at the undergraduate level, recent information by the National Academy of Sciences (1975) shows that:

> over half (59.2%) of the Ph.D.'s awarded to blacks were in education, whereas only 25% of the total number of U.S. citizens awarded doctorates received them in education. Further, 12.5% of blacks received their doctorates in the social sciences, 8.9% in the arts and humanities and 8.2% in the life sciences; yet only 1.9% of black Ph.D. recipients received their degrees in engineering and 5.4% in the physical sciences. (Of the total number of U.S. citizens receiving Ph.D.'s however, 6.7% received them in engineering and 13.6% in the physical sciences.)

The implication for advisors here is obvious. Historically, Blacks and other minorities have been limited to a select few professional and career areas. Many of the *first generation* minority undergraduates today are unaware of the numerous career opportunities available in a host of *non-traditional* areas in which members of their race have and continue to be seriously underrepresented. While some might suggest that this is a role for career counselors, we contend that minority students cannot afford luxury of being endlessly shifted from one office to another for information and advice that can be easily provided by informed and knowledgeable academic advisors. The expansion of the advisement role to include information of this nature can only serve to strengthen the overall service provided *all* students. A comprehensive description of the model follows.

The following components of the "data driven advisement model" are designed to address some of the above deficits. Central to this model is the gathering, compiling, and delivery of data to those personnel (faculty, staff, others) who through their advisement roles automatically become "significant others" to minority students on the predominantly white campus. To be an effective advisor within this system, academic advisors or the "significant other" staff member must expand their roles to include the acquisition of recent national and local institutional data regarding higher education attrition and professional manpower needs within minority communities.

The specific purposes of this model are:

1) To use data as an advisement tool for improving the retention rates for members of minority and non-traditional student populations
2) To demonstrate how data can be used as an effective advisement tool in the delivery of *informed* and *quality* advisement to members of minority and non-traditional student populations
3) To serve as a mechanism for keeping advisors in the advisement network aware of current information regarding changes in academic policies and procedures, and other related university/college/departmental regulations that impact on student retention

Institutional Data on Minority Student Attrition

At the University of Maryland, College Park, the Office of Minority Student Education (OMSE) periodically gathers, compiles, and disseminates retention data to a campus-wide network of divisions and departmental academic advisors on minority student 1)*enrollment*, 2)*probation*, 3)*good standing, and* 4)*academic dismissal* rates for each of the five academic divisions and their respective departments. These data highlight areas of strengths and weaknesses within these units as these strengths and weaknesses relate to the above four indices. The following division/departmental summary provides an overview of the format used in recording and reporting these data:

DIVISION SUMMARY

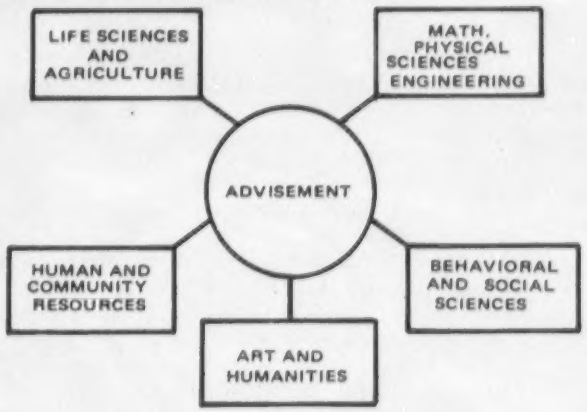
	WHITE	BLACK	ORIENTAL	SPANISH AM.	AM.INDIAN.	UNKNOWN	TOTAL
Enrollment	2614 (78.9%)	115 (3.5%)	57 (1.7%)	32 (0.96%)	31 (0.9%)	463 (14%)	3312
Good Standing	2258 (86.4%)	78 (67.8%)	52 (91.2%)	26 (81.30%)	25 (80.6%)		
Dismissal	105 (4.1%)	15 (13.0%)	3 (5.3%)	1 (3.10%)	2 (6.4%)	11	138
Probation	240 (9.2%)	21 (18.3%)	1 (1.8%)	5 (15.60%)	4 (12.9%)	80	351

SOURCE: OMSE Report on Academic Status of Minority Students at UMCP, December 19, 1975
Note: Racial identity was unavailable for students listed in the *Unknown* Column.

Campus-Wide Advisement Network

As indicated previously, minority students, as do all students, should at the minimum, have available and accessible to them a core of persons campus-wide who are *knowledgeable* of, and *sensitive* to their academic needs. Such a network or "significant others" should consist of 2-3 advisors possessing the above qualities. Data provided these advisors are reviewed, analyzed, and ultimately used to *drive* decisions and develop strategies aimed at addressing particular attrition related problems. A diagram of the campus-wide advisement network follows:

ACADEMIC ADVISEMENT NETWORK



Advisement Workshops

Periodic workshops are conducted by OMSE and the Center for Undergraduate Advisement staff as a means for keeping advisors abreast of recent changes in university, division, and departmental requirements, policies, and procedures, as well as for maintaining communication with the various offices and personnel serving in advisement capacities.

Computerized Academic Monitoring System

One of the more essential components of the data driven advisement model is the "early alert" academic monitoring system. This system has proved to be a major force in the early identification of both minority and majority students with academic problems in a select number of courses. Presently, OMSE uses a select number of over 70 courses which are traditionally considered difficult to identify students who are experiencing academic difficulty by the fifth week of each semester. University computers crossfile a list of these students, some of whom are performing poorly in two or more subjects, and distributes these lists to the network of academic advisors. Letters are then sent to students directing them to available division or departmental services such as advisement, tutorial, and

counseling. In summary, this component provides for:

- the instructors in the prescribed list of courses to identify students having a "D" or "F" at the end of the fifth week of each (sixteen week) semester for the 70 campus-wide problem courses (i.e., math, physics, chemistry, etc.).
- a follow-up letter to be sent to each student by the division advisor and OMSE including a list of tutorial and advisement sources with *names, schedules, and office locations.*
- follow-up phone calls by members of the OMSE, Minority Tutorial and Advisement Program, (MTAP) a peer staffed academic support services program.

The Minority Advisement Program (MAP)

The Minority Advisement Program consists of a staff of selectively chosen undergraduate students trained in a special OMSE developed course on peer advisement. The course is team taught by OMSE staff and deals with specifics regarding the university retention plan, academic policies and procedures, available academic and non-academic support services, student rights, and a wide-range of general university procedures and regulations. MAP advisors are selected on the basis of: 1) their academic performance in the course; 2) their major within one of the five academic divisions; and 3) their interest and commitment to the peer advisement concept. Once chosen, the peer advisors are assigned to the academic division to which they are automatically linked by their major field. Their duties include, making referrals; placing follow-up calls to students identified through the academic monitoring system; assisting the network advisors in the analysis of data;
participating in workshops held for members of the advisement network; and attending meetings of their respective *academic societies.* (a cluster of eight academically oriented student organizations established and supported by OMSE specifically for upgrading the number of minorities in those disciplines where they have historically been underrepresented)

Minority Student Retention Workshop

As indicated at the outset, a number of factors impact on the retention or loss of minority students on predominantly white campuses. In response to the problem of minority student attrition at Maryland, the Office of Minority Student Education has developed and implemented a retention workshop model that focuses on the academically related reasons that impact negatively on minority student persistence. The workshop was designed to build on the existing academic articulation program, as well as launch a fresh campus-wide initiative around the specific concern of minority student retention. It is significant to note that advisors were an integral part of the planning and implementation process, as evidenced in the following workshop recommendations recently approved by the Campus Senate for implementation during the 1978-79 academic year. In an introductory statement, the Adjunct Committee on Academic Advising gave its rationale for the proposals.

In its report to the Universtiy Senate in March 1972, the Senate Adjunct Committee on Academic Advising recommended that there be "no obligation on the student's part to get (an) advisor's signature, or, indeed to ever meet (an) advisor." It further expressed the opinion that "if the faculty only gives advice where it is wanted, much of the needless and essentially trivial aspect of advising is removed, providing more time for careful consideration of those students who do want advice and attention."

Contrasting with this position are the recommendations voiced more recently by the Retention Teams created for the Minority Retention Workshop held by the Office of Minority Student Education in September 1976. Briefly summarized, these ranged from a return to requiring advisor signatures for academic transactions, through a call for mandatory advisement at the campus level, to required advising for students experiencing academic difficulty. Although these recommendations grew out of a specific concern for the retention of minority students, the current Adjunct Committee on Academic Advising is sufficiently impressed by their appropriateness to recommend adoption of similar proposals for a broader segment of the student body. The perceptible shift from a *laissez-faire* approach in most of our advising programs to increasing support for some form of "required advising" can be attributed to several related concerns:

1) the attrition rate for minority students within some academic units and within the general retention-plan structure is significantly higher than for other student populations;
2) many students having academically related difficulties ignore the availability of assistance through advising until a full-blown crisis—academic and/or emotional—is at hand;
3) often the student crises that do receive advising attention might have been averted, their emotional impact attenuated, and/or their academic damage minimized if, early in their undergraduate program, the affected students had received constructive advising;
4) even after being placed on probation, or dismissed, or reinstated after dismissal/withdrawal, an apparently large number of students still do not seek advising assistance.

Conclusion/Recommendations

In calling for new strategies through the use of a "data driven advisement model" for improving the retention status of minority students in predominantly white universities, a number of areas have been given priority. The following list of recommendations is proveded as a summary and guide for faculty and administrators who wish to address, in a comprehensive manner, the problem of minority student retention at their institution.

Recommendations for Improving Minority Advisement on Predominantly White Campuses

1) Identifying 2-3 knowledgeable, concerned and sensitive advisors within various academic units (departments, divisions, etc...)
2) Establish campus-wide advising network using these faculty/administrators as a core.
3) Establish a system for determining enrollment, probation, good standing, and academic dismissal rates for each academic unit; i.e., division, department, etc.
4) Develop a system for the early identification of students experiencing academic difficulty (D or F) during the first five or six weeks of each semester.
5) Establish a follow-up communication system for contacting students who experience academic difficulty and those on academic probation.
6. Develop a central comprehensive and sensitive exit monitoring system for acquiring information on the

non-academically related reasons students leave your institution.

7) Conduct advisor workshops for members of advising network.

While these recommendations are not intended to completely resolve the problem of minority student attrition at predominantly white colleges, if pursued with strong *institutional commitment*, and good organization, they should prove quite valuable in developing a program for improving minority student *retention* and *graduation* rates at your institution.

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"RESIDENCE HALL BASED ADVISING FOR FRESHMEN"

Presenters: **Ms. Alleen Deutsch,** Assistant to the Dean, College of Arts & Sciences, Miami University, Ohio
Dr. Elizabeth Rogers, Associate Professor & Chief Departmental Advisor, Miami University, Ohio
Dr. Derrell Hart, Associate Dean for Residence Learning, Miami University, Ohio, Chairperson

INSTITUTION DESCRIPTION.

Miami University is a multi-campus, publicly assisted university with many qualities frequently associated with a liberal arts college. It places its major educational emphasis on quality instruction for undergraduates. Seventy percent of Miami's 13,500 main campus undergraduates live in residence halls or university related housing. All 3,500 freshmen, except those who commute (approximately 250), are required to reside in 13 residence halls reserved exclusively for freshmen. Admission to Miami is selective, based on the availability of university housing. Ninety-five percent of entering students score above the national mean for ACT scores.

FRESHMEN ADVISING SYSTEM OVERVIEW.

Entering freshman students attend a summer orientation registration program in which faculty members from each of the academic divisions are responsible for advising and registering incoming students. Students who do not attend the summer program are registered by representatives of the academic divisions immediately preceding the opening of classes.

After a student arrives on campus, and completes the registration process, he or she becomes the responsibility of the freshman adviser residing in the residence hall. Freshman commuter students are assigned to a commuter adviser with an office in the University Center.

Shortly after the beginning of the spring semester, prior to the preregistration program for the coming year, the freshman student's advising record is transferred to the academic division and academic advising becomes the responsibility of individual divisions and departments. Thus, sophomores through seniors generally receive their academic advising at the divisional and departmental level.

HISTORY AND PHILOSOPHY OF FRESHMAN ADVISORY PROGRAM.

In 1929, Miami University opened a residence hall for freshman women. With the acquisition of this hall, the president of the university found it possible to enter upon an experiment in the guidance of freshman students which had some aspects of the English tutorial system and some aspects of the house plan later evolved by certain Eastern colleges. Resident advisers with the responsibility of supervising the academic, personal, and social life of the freshmen lived in each of these halls.

The basic philosophy of the present freshman advisory program at Miami University is the integration of the academic, personal and social life of the freshmen.

The freshmen advisers live in the residence halls with their advisees twenty-four hours a day; observe them in all phases of their college life, and have opportunity for numerous informal contacts and conferences, thus establishing friendly rapport between the advisers and advisees. They become ably qualified to assist students with their personal career and academic needs and as resource persons for referral of students to other campus services. It is through the experience of residence hall living that desirable integration takes place.

In addition to the freshman advisor, carefully selected

upperclass students, under the guidance of the advisers, serve as peer counselors for freshmen. This plan has proved doubly successful. The resident assistant (counselor) experiences both academic and personal growth and development along with assisting in the academic and personal development of the freshman student.

The freshman adviser program has not, however, been without question and challenges. In 1972, an academic priorities task force recommended that the "present policy and practice for freshman advising be revised, shifting all academic advising responsibility to professional advisers within each academic division."

Replying to this recommendation in July, 1973, the president concluded that "given the universal nature of the academic advising problem in higher education and the financial resources available for increased attention to this problem that attention should be devoted to strengthening the present program rather than making major shifts in assignment of responsibilities as recommended by the academic priorities task force." Several specific directives for improved communication and coordination between academic departments and freshman advisers, improved record keeping, more departmental attention to freshmen as a supplement to the freshman advising program and continuance of the chief departmental adviser system.

QUALIFICATIONS OF THE FRESHMAN ADVISER

As the academic adviser to the freshman students, the freshman adviser must have earned at least a master's degree, preferably in counseling or student personnel services. Previous supervisory or teaching experience is also preferred. The freshman adviser should possess the interpersonal skills necessary to relate easily to students, provide leadership and challenge students to meet their educational responsibilities, and supervise the work of pre and para professionals of students resident assistants.

REMUNERATION.

The freshman adviser receives a salary, a furnished apartment in a residence hall, and meals in the university dining hall when the university is in session, the total of which is equivalent to the salary of a faculty member with the rank of instructor. The base salary is $7,500. The assistant freshman adviser, a graduate assistant, receives $1,700, room, board, and tuition and fee remissions. Freshman advisers may be awarded academic rank based on qualifications acceptable to the Department of Personnel and Guidance. Teaching opportunities in career development and group leadership, as well as other areas, are available for experienced staff members.

ADVANTAGES AND LIMITATIONS.

A discussion among the participants brought out a number of advantages and limitations to both students and the university including the following.

Advantages to Students

1. Freshman advisers see academic advising as a central responsibility and devote special attention to learning the mechanics, regulations and procedures of the university.
2. Freshman advisers are available almost continuously, especially during the evening hours when student questions are likely to occur.
3. Because the freshman adviser is living in the residence hall, students with special problems are likely to be identified early and assistance offered.
4. Academic questions (and other questions) can be answered at the time they occur, making special arrangements unnecessary.
5. It is necessary that freshman advisers be experts on referral to other services because of the wide variety of questions and problems they come into contact with.
6. Special programs on academic assistance are undertaken. For example, all students who fall below minimum in academic standards are personally interviewed.
7. Since many students are unsettled as to major and career goals, a person trained in general counseling can be a major asset during the freshman year.

Disadvantages to Students

1. Freshman advisers often do not have the technical knowledge necessary to answer specific departmental questions.
2. There is a high turnover rate in freshman advisers and, therefore, wide differences in knowledge and experience among the freshman advisers.
3. In-depth knowledge in specific areas is often lacking. The rationale or relevancy of specific requirements cannot be easily explained to students and can be frustrating to advisees.

Advantages to the Institution

1. Cost is considerably less since academic advising and hall director functions are combined.
2. Special attention is given at the freshman level, combining both the personal and academic aspects of student life, hopefully reducing attrition rates among freshmen.
3. High quality applicants are interested in joining the residence hall program since academic advising provides an additional dimension to their professional growth.
4. Freshman students, as a group, are easily contacted since they live together. Group meetings are possible and information can be disseminated very quickly and efficiently.

Disadvantages to the Institution

1. Coordination between divisions, chief departmental advisers, and freshman advisers is fairly complex and time consuming. Misunderstandings occur easily.
2. The freshman advising system is not well understood by faculty and staff. With a lack of understanding, it is easy to unfairly assume that advising problems or errors are due to the freshman advising program.

"BRIDGING THE GAP: ONE SCHOOL'S PROGRAM FOR MEETING THE ACADEMIC, SOCIAL AND RESIDENTIAL NEEDS OF THE ENTERING STUDENT"

Presenters: **Mrs. Lorene Greuling,** Coordinator, Freshman Advising Center,Duke University
Ms. Elizabeth Studley Nathans, Advising Center, Duke University

The freshman advising system at Duke University has two concepts. The Dean of Freshman (an assistant dean of Trinity College of Arts and Sciences) supervises a staff of four graduate interns and exercises day to day control over the corps of sixty-five faculty and staff members who serve voluntarily as academic advisers to groups of 20 freshmen. Offices for the dean and her staff, and offices used by advisers on a rotating basis, are located within a centralized Advising Center facility, which also houses a career options library. A Coordinator handles adviser scheduling and supervises the ongoing training of advisers. Records for all freshmen (including deans' conference summaries and advising notes) are maintained in the centralized facility. Students schedule appointments with their own advisers through the advising Coordinator, but may be referred to other members of the advising staff if their needs or interests dictate. Advisers and students are paired, whenever possible, by areas of academic interest.

The key to Duke's success in rapidly integrating 1200 new students each year into the academic and residential community is a highly personalized orientation and an intrusive counseling structure which ensures prompt attention to individual students' needs. The geographical diversity of Duke's undergraduate student population precludes the sort of on-campus summer orientation program sponsored by many institutions, and the fact that no separate orientation budget has been provided the Associate Dean of Student Affairs responsible for the orientation program, has meant that elaborate orientation activities cannot be planned. What we lack in the ability to spend on programs, we attempt to make up in careful roommate pairing, in mail and phone contact among prospective roommates and their upperclass orientation counselors (one counselor to each group of 8 entering students), and in careful preparation of the Resident Advisers and Assistant RAs who will play a major role in the adjustment of new students on the campus. The resident advisers are supervised by a member of the Student Affairs staff, but the Dean of Freshmen participates actively in their training program, and remains in close touch with individual RAs throughout the year. Students with special needs are "flagged" to their resident advisers prior to matriculation, and RAs are expected to be in daily contact with each entering student during the crucial first weeks of the fall term.

Complete admissions files on each entering student are personally reviewed by the Dean of Freshmen between May and September of every year. This review, which serves as background for decisions about course placement and tentative registration during the summer, permits the development of a priority "call-in" list within the freshman office. Students who appear likely to encounter problems of academic or social adjustment are flagged for special attention within the first three weeks of the fall term. Such students might include those with unusually low aptitude scores or mediocre high school records; those from unusually unsophisticated backgrounds for whom a relatively large university may prove to be a real culture shock; those whose academic or personal goals seem widely at variance with their abilities and past records. But the list also includes students who may perceive themselves as "too good" for Duke: those for whom Duke was, almost certainly, a second, third, or even fourth college choice, and who may arrive disgruntled and still convinced that fine educations are available only in the Ivy League. All minority students are automatically included in the list, not because they will invariably encounter academic difficulties, but because the demands of adjusting to life on a predominantly white campus located in an absentee-owner Southern mill town often prove difficult in the early weeks of the term. Scholarship athletes, and those who aspire as "walk-ons"to varsity positions, are likewise included, because of the time constraints imposed by the demands of athletic practice schedules, and the need to learn early the techniques of budgeting time and energies appropriately. As noted above, students flagged for special attention are seen often by their resident advisers.

They are also seen within the first three weeks of the term for a special conference with their assigned academic advisers (in addition to the obligatory meetings which are scheduled during the orientation period just prior to the start of classes). The RAs and academic advisers attempt in these early meetings to assess any special needs, and to steer the student if necessary to appropriate special services for assistance before problems become unmanagable.The Dean of Freshmen or a member of her staff likewise meets with each of these students during the early weeks of the term. The outcome of this meeting may be particularly crucial to the student's adjustment: the RAs and the academic advisers have selected information on the student's background and apparent special needs, but the dean's staff has access to the complete record and is best able to evaluate the student's initial adjustment to Duke in the context of his or her past performance. The dean's staff may, therefore, be able to piece together information provided by the RA, the academic adviser, and the past record either to conclude that past problems will not recur at Duke, or to judge that difficulties are likely. In the latter case, remedial action taken early not only allows the student an easier and more successful semester, but has shown itself a major factor in reducing overall attrition from the freshman class.

The success of the integrated and intrusive counseling approach to new students depends, of course, on student cooperation in making and keeping appointments—and often, on the students' perception of contacts with the RA, academic advising, and deans' staffs as routine. This perception is reinforced during the formal orientation period: RAs, academic advisers, and deans remind students that all will be in frequent contact with freshmen, and that, in particular, all freshmen will meet with the dean or member of her staff at some time during the year. Call-in procedures for such meetings are spelled out, and students are reminded that receipt of a call-in postal card indicates that an appointment is "just routine." These reminders are echoed by the paraprofessional staff when students phone or stop by the deans' offices to schedule appointments: freshmen are told that "this is just a routine meeting; no need to be concerned." To underscore the "routine" nature of these conferences, students learn early that conferences called by the dean, by the RA, or by the academic adviser to discuss something which the student has "done wrong," will be scheduled by phone call (not call-in post card), and in the case of the dean's offices,

always for a certain time of the day. Since this procedure has operated for several years, it is well known on the campus, and the skeptical freshman will be told by upperclass orientation counselors and friends that things really are (nearly) as they seem.

The dean's office staff and the academic advisers, and to a lesser extent, the RAs, remain in close touch with new students throughout the first year. Midterm grades, reported to students, parents, academic advisers, RAs, and the dean at the six weeks' point in the fall and spring terms, provide an occasion for contact between staff members and students encountering academic difficulty; all such students confer with their RAs, with their academic advisers, and with the dean. The RA is assumed to review such mundane matters as budgeting of time and the setting of academic vs. social priorities in the dormitory setting; the academic adviser generally discusses specific matters related to the course or courses causing difficulty; the dean or a member of her staff reviews the total record, and may discuss such matters as the need for special remedial work in academic skills, or the need to reassess academic goals if difficulties in particular areas continue. All freshmen confer with their academic advisers twice during the fall term prior to registration for spring classes, and the dean, a member of her staff, or the advising Coordinator personally reviews each freshman course program prior to its approval. In the spring, advisers and freshmen confer again, before freshmen register their choice of either a departmental concentration or academic division of interest in March or April. Course choices for the upcoming summer and fall terms are checked in the spring as they were in the fall.

The formal contacts between students and counseling staff provide opportunities for RAs, academic advisers, and deans to know well those students who welcome such adult contact. Many do: the number of requests for return appointments is consistently high. Some students, of course, elude all contact: they repeatedly break appointments, or arrive seeking not dialogue, but merely the obligatory rubber stamp for their own ideas and plans. We have found no successful way to reach such students, other than to remain constantly available. It is perhaps encouraging that several who at first resist efforts to aid their academic and social adjustment and planning, become more responsive during the year, convinced finally that staff members are accessible without being threatening or overbearing or dictatorial or unnecessarily judgmental.

The personal attention available to our entering students works particularly well for two groups: those whose adjustment will likely be difficult; and those who, everyone immediately senses, will rank at or near the top of their class. The freshman in or approaching academic or social difficulty has immediately available a range of services—and people who already know him or her and are prepared to cooperate in solving problems. The highly talented student profits from early association with the graduate or professional student—RA who often serves as a role model; from contact with the academic adviser who usually is a faculty member in the student's own area of interest; and from frequent conferences with the dean's staff which stress the value of the talented student's achievements and encourage the sorts of advanced planning and outside activities of which such students are already capable. In many ways, the Duke system of highly personalized orientation and follow-up counseling is similar to that professional staffs in Student Affairs and the academic division, and it presupposes the mutual confidence and commitment to student service not always valued in research-oriented universities. If the Duke model has general significance, it is perhaps that such a system of intrusive, highly personalized counseling can work on the larger campus; that it can work with volunteer faculty advisers; that it can work in an operation tightly constrained by budget limitations. Because Duke is aggessive in seeking to know its entering students and their needs before the students set foot on campus, and because we have been able to develop an effective model for coordinating available services to meet those needs, we are often able to *anticipate*, rather than simply react. We are convinced that this ability is crucial to our success in working with new students, for we believe on the basis of experience that the patterns of personal, social, and academic adjustment are not discontinuous between high school and college, and that the patterns set in the high school in large measure predict what we may expect of the college freshman.

"INCORPORATING ACADEMIC ADVISING WITH RESIDENCE HALL LIVING"

Presenters: **Dr. Steve Petersen,** Director, Office of Residential Life, University of Vermont
Mr. Leo Lambert, Graduate Practicum Student, Office of Residential Life, University of Vermont

The purpose for this presentation was to provide a forum for discussion about academic advising concepts in residence halls. Panelists included Stephen Petersen, Director of Residential Life, University of Vermont; Leo Lambert, Graduate Student, University of Vermont; John Engroff, Acting Director of the Living/Learning Center, University of Vermont; Jean Kraul, Residence Hall Director, University of Maine at Orono; and Derrell Hart, Assistant Dean for Residential Life at Miami University, Oxford, Ohio.

Dr. Petersen prefaced the discussion by saying that while he recognized that the primary responsibility for academic advising rested with the faculty, research indicates that seventy percent of a student's time is spent outside of the classroom and that eighty percent of the change an undergraduate goes through in college can be attributed to peer influence. Obviously, then, residence halls provide educators with an opportunity to take advantage of a student's large amount of out-of-classroom time and to use informal peer interaction for a constructive purpose. One way this can occur is to incorporate academic advising programs into residence hall life. The models that follow have been tried with varying degrees of success.

Mr. Lambert spoke of a continuing effort on the part of the Office of Residential Life at Vermont to improve communications with the academic deans and faculty. Since faculty and student personnel professionals sometimes have a differing viewpoint as to the nature of the undergraduate it would seem valuable to exchange information and expertise so that both groups have a more comprehensive picture of students.

In order to accomplish this goal, the Office of Residential Life has involved academic deans in departmental workshops, shared academic probation and disciplinary information between deans and student personnel staffs, and hosted a series of "advising fairs"—an opportunity for students to interact with deans and faculty in a non-formal setting during each semester's registration period. Also, the University of Vermont has sponsored a "faculty meals program," an opportunity for informal advising to occur while students host faculty for lunch or dinner in the dining halls.

Next, Mr. Engoff spoke about advising concepts at the Living/Learning Center, a very unique residential and instructional facility at the University of Vermont which currently houses 47 experimental programs—32 designed by students and 15 by faculty. During the formulation of these programs each year, a tremendous amount of advising occurs. A student may come in with only a "seed" of an idea and the Center staff will help the student formulate a program which reflects the students' personal educational objectives. During the design process of a program, a student will be in close contact with University faculty and staff and community resources. Through this wide exposure to resources, and by stating specific learning objectives, students in a living/learning program utilize a very special formof advising.

Mr. Engroff cited an example of a Living/Learning Center program which was advisory in nature—the Freshman Evaluation Program (FEP). The FEP Program includes 35 freshmen who are involved specifically with learning about the University and its resources, so that they may take full advantage of their four undergraduate years. Equally as important, "FEPers" are engaged in evaluating their own lives on campus and noting the changes they undergo during their freshman year. To date, the program has been highly successful.

Finally, Mr. Engroff made reference to a resource center named LINKS, housed in the Living/Learning Center, which is an evening advising service staffed by Career Planning and Placement, the Advising Referral Center, the Counseling and Testing Center, the Center for Service Learning, and Project S.T.A.Y., a support program for selected disadvantege freshmen. The LINKS is coordinated by a graduate intern, and budget and policy decisions are made by all cooperating services.

Ms. Kraul spoke about an all-freshmen special interest residence hall for which she is the Resident Director. The focus of the program is the health sciences and majors include animal science, nutrition, nursing, biology and pre-med.

The program has four major goals: to provide an academically oriented environment where students may study, to provide career exploration opportunities (especially for pre-med students who often get trapped in a lockstep curriculum and do not get into medical school), to provide "self-development" programs so that students may determine why they are entering the health professions, and finally, to provide them with external (offcampus) practical experiences in their field during University recesses.

The program has six upperclass student Advisors who aid residents in their academic coursework and also provide service to students in the health professions who are not residents in the hall. Also, the Student Advisors coordinate with faculty to assure that information is accurate and current. Generally, students in the program have been competitive with their peers.

Next, Dr. Hart outlined the freshmen academic advising program at Miami University. During summer orientation, students are registered and advised by faculty. However, once students have arrived in the fall, advising becomes the responsibility of the residence hall staff for fall semester academic concerns, spring pre-registration and spring semester advising. The students' records are transferred to the academic divisions for a permanent faculty advisor at the completion of the freshman year.

The advantages of this kind of program are numerous: faculty appreciate a reduction in their advising loads, the residence hall staffs are well respected by the academic community, the program saves the University money because there is less duplication of personnel (academic advising and residence hall), and generally there is good cooperation between the student affairs staff and the academic deans and faculty. Dr. Hart emphasized the need for formal institutional recognition of faculty service in the academic advising area if a good advising is to be a university priority.

Lastly, the floor was opened for discussion and comments.

"PEER ADVISING: A PANEL"

Presenters: **Mr. Neil A. Bradley,** Student Advisor, Advisement Center and General Studies Department, University of Maryland, Chairperson
Mr. Reginald Grier, Office of Minority Education, University of Maryland
Mr. Idonas Hughes, Orientation Advisor, University of Maryland

Presenter: **Mr. James Pietrovito,** formerly Coordinator of Student/Veteran Affairs Nathaniel Hawthorne College, New Hampshire, Extension Program

Peer Advising: Rationale:

1) Ease the load of faculty, assistant deans, and provosts.
2) Provide advisors who can empathize with students on an equal level.
3) Because students can feel more comfortable, they can feel free to ask more questions.
4) Peer advisors can spend more time with students and deal with more issues.
5) Gives students interested in the field some experience in advising and on how the university works.

Peer Advising; Selection:

1) Any student (Preferably a junior or senior) who has had ample exposure to the university system (i.e. courses, grading system, retention plan, school requirements).
2) Any student who is interested in working with and helping fellow students.
3) If advising in a specific department or program, it is best that the advisor also be in that department or program.

Peer Advising; Training:

1) Credit courses
2) Departmental seminars or training sessions
3) Informal group meetings and or discussions

Peer Advising; Performance/Evaluation:

1) When? Anytime, especially helpful during peak periods (beginning/end of semester, registration).
2) What?
   a) General Academic Info
   b) Provide resources—(courses, programs, campus agencies)
   c) Help students with their course of study.
   d) tutor.
   e) handle paper work.
   f) Be a listener.

"INNOVATIVE ADVISING MODELS"

Presenters: **Dr. Rhoda Wald,** Center for Individualized Learning, Empire State College, State University of New York

Empire State College was created in 1971 as an alternative unit in the State University of New York. It was organized to provide undergraduate eduation for students who did not have access to conventional models of education and who preferred individualized educational arrangements.

The Center for Individualized Education at Empire State College is one of five centers funded by the Danforth Foundation to improve the teaching-learning process. Activities are coordinated by the Center among a network of seven institutions, Bunker Hill Community College, the Community College of Vermont, Metropolitan State University, the State University of New York at Brockport, New College at the University of Alabama, Rockland Community College and the University of Minnesota.

The nature of individualized education is developed from the concept that individual differences need to be identified and that advising models can be constructed in the context of those differences. The first step is to identify the range of the differences such as age, socio-economic background, ethnic background, academic background, work background, political orientation, values, attitudes, and belief systems. Preferred learning style is another perspective for thinking about individual differences. Some people begin best with experience, others with theorizing or model-building, and others learn best by doing, experimenting and/or observing others.

Erik Erickson and his conception of the life cycle represents another perspective for thinking about individual differences. What are the issues in relation to the life cycle that students bring to the educational environment? Another way of thinking about individual differences relates to how people view their own ethical systems. Lawrence Kohlberg from Harvard theorizes that moral development reflects this dimension of individuality. Finally, in thinking about individual differences in the context of advising we could ask about motivation for education? What are the reasons individuals seek the undergraduate degree? Adults wish a degree because it will lead to job promotion. Preparation for graduate school is another motivation. Another might be an interest in a liberal arts education as personally and intellectually expanding with no relation to work. In terms of advising models, what are the various motivations for education and how can the institution be responsive to these?

In summary, individualized education is predicated on the idea that people are different, each person is unique. The key is to be responsive to those differences. It is learner-centered teaching and advising which seeks to individualize not only the pace or timing of learning, but also learning objectives, content, learning activities, models, place and evaluation methods and criteria.

Finally, the nature of faculty roles is different. Generally the faculty member serves as manager of instruction, deciding what the course of study is and how it is going to be studied. In individualized education there is a complete renegotiation of the power base. Decisions are negotiated. The power base is collaborative.

Interest in innovative advising models is based on identifying the range of individual differences people bring to the educational setting and then responding to those differences systematically. From this perspective, effective

advising is sensitivity and responsiveness to individual differences and cooperative planning.

"AN INTEGRATED APPROACH TO ACADEMIC ADVISING"

Presenter: **Dr. Marilyn Jody,** Coordinator of Academic Advisement, CAP Center, Western Carolina University

I. Materials
   A. Handouts
      1. CAP Center Brochure
      2. AIDP Gazette
      3. "What's a Semester?"
      4. Adviser Mini-Manual
      5. Academic Preference Form for Entering Freshmen
   B. Visuals
      1. 16mm Film—"CAP Center: An Integrated Approach to Academic Advising"
      2. Adviser Manual
      3. Adviser Notebook
      4. Scrapbook, Western Roundup
      5. Poster—Cullowhee, USA

II. What is an "Integrated Approach?"
   A. An attempt to centralize and coordinate personal, social, and vocational counseling with academic advisement and job placement.
   B. The Counseling, Advisement, and Placement Center at Western Carolina University (Cullowhee, North Carolina) is located under one roof and reports as a unit to the Vice Chancellor for Academic Affairs.
   C. An effectively integrated advisement program depends more on vision than on money or structure.

III. How to integrate is an individual strategy; each institution presents a different kind of challenge.
   A. Any institution can integrate in some way:
      1. physically
      2. administratively
      3. philosophically
      4. functionally (through projects, for example)
      5. some combination of these
   B. Why integrate? The advantages in an integrated setting are diverse:
      1. The program is not fragmented, duplicative, divisive.
      2. It is not territorial, nor remote from students, faculty, or departments.
      3. Each component lends credibility to the others for some segment of the University community.
      4. The centrality and identification of services with each other give the student a holistic view of the interrelatedness of the collegiate experience.
      5. Administration is more accessible and supportive of the shared effort.
      6. Advising is both centralized and decentralized: centralized in coordination, adviser training, shared knowledge, support services, consistency of student records, and as a referral source; decentralized in representation by faculty from all academic areas as advisers in the Center, with rotation of faculty back to departments.
      7. The association of faculty advisers with each other breaks down barriers between Schools and Departments and increases understanding and appreciation.
      8. The association of faculty with counseling and career planning staff creates mutual understanding and respect as well as awareness of common objectives.

9. The spin-off is extensive because of the diversity and the high level exchange of information: admissions, retention, and other academic policies and procedures, remedial programs, and freshman curriculum development are a few examples of areas affected.

IV. How it happened at Western Carolina University
   A. An AIDP grant proposal provided the impetus for wide-spread input and guaranteed broad support from the campus community after funding.
   B. Some specific results, the first full year (1976-77):
      1. Counseling: 800 individuals; 2300 scheduled sessions; extensive use of group counseling.
      2. Advisement: 1600 assigned advisees; 3000 individuals on walk-in basis; more than 15,000 individual contacts.
      3. Placement: 1200 individuals; 4000 contacts (½ part-time employment, ½ job placement); 50% of graduating class started placement file.
   C. Other measurable impact, attudinal and statistical, formal and informal.
      1. An evaluative study by the Counseling component: rating by students of the relative helpfulness of 22 offices on campus ranked CAP Center advisement number 1, counseling number 2, and placement number 6.
      2. A study of retention showed retention of undeclared students up nearly 9%.
      3. In academic performance, the freshman overall grade point average was at its highest in five years.
      4. Other behaviors: feedback from student advisers, residence life staff, and advisees indicated a positive effect on University life in general.
   D. The CAP Center film, an example of a joint project, demonstrates some of the attitudinal changes. (Showing of film)

V. Through cooperative projects (such as the production of a film or slide show for presentation at freshman orientation), the functional integration of student services and academic advisement can be achieved causing participants to examine the commonality of their objectives.
   A. CAP Center joint projects have included cross referrals in the following:
      1. Counseling
         a. Exit conference as part of withdrawal procedure
         b. Academic group counseling (test anxiety)
         c. Study Skills course
      2. Career Planning and Job Placement
         a. Part-time jobs for tutors
         b. Careers course
         c. Cooperative Education Program
         d. Career counseling and testing
      3. Advisement
         a. The Adviser Manual contains a description of and repeated reference to CAP Center counseling and placement components.
         b. Staff from Counseling and Placement conduct special workshops for advisees.
      4. All components: projects include
         a. Western Roundup, a week-end retreat for selected freshmen
         b. Upward Bound-Bridge Program, with joint advising and tutoring
         c. Staff development meetings for the full staff.
         d. Exchange of reports and evaluations: needs assessment survey; Placement Newsletter; memos to advisers; reasons students withdraw; what advisees ask advisers about careers.
   B. Joint projects that integrate the CAP Center with other University services include:
      1. Academic Affairs: CAP Center coordinators participate in decisions affecting:
         a. Admissions policies and procedures
         b. Registration procedures
         c. Record systems
         d. Remedial Programs
         e. Academic policies and procedures, e.g. retention, withdrawal, attendance.
      2. Student Affairs
         a. Summer Orientation involves CAP Center through advising of all entering freshmen; coordination and referral of records for transfer students.
         b. Student orientation leaders are trained by CAP Center as peer advisers.
         c. Residence hall workshops in advising, counseling, and career planning are conducted by CAP Center staff.
         d. Appropriate staff from CAP Center and Student Development meet to discuss common projects and problems: e.g., study environment and group tutoring in the residence halls.
      3. Schools and Departments
         a. CAP Center coordinators conduct workshops for Deans and Department Heads.
         b. Departmental advisers are invited to CAP Center adviser workshops.
         c. CAPC advisers provide liaison with the Departments that they represent.

"SETTING GOALS FOR AND EVALUATING ACADEMIC ADVISING AND ORIENTATION PROGRAMS"

Presenters: **Dr. J. Richard Arndt,** Coordinator, Office of Advising Services, California State University, Fresno

Every educational program should be regularly and systematically evaluated to provide data for those who must decide to continue, change or terminate the venture. However, it is impossible to appropriately and validly evaluate a program which was only vaguely planned. Well-defined and specifically stated purposes, objectives and goals are necessary to provide guidance and criteria by which to determine how well and to what extent program purposes are being achieved.

Planning the Program

A successful program—one that achieves its purposes—does not happen by accident. Much prior planning and preparation went into making it happen by people who answered in advance the following questions (1:13):

1) *What* should be accomplished?
2) *Why* should it be done? (who are or should be the beneficiaries?)
3) *Where* should it be done?
4) *When* should it be done?
5) *Who* should do it?
6) *How* should it be performed?

Mager (8:v) developed three basic questions similar to Alexander's which are paraphrased here:

1. What is it that we must do?
2. How will we know when we have done it?
3. What materials and procedures will work best to do what we wish to do?

Several other evaluation experts have developed similar sets of questions (7:5-11; 11:539-40; 12:193; 13:3,205; 14:39-41). Asking the right questions at the outset is a major ingredient in any successful undertaking.

Comprehensive planning includes setting policies, taking inventory of resources, formulating purposes, objectives, goals and performance standards, and developing an effective method of evaluation, including the commitment to utilize evaluative data (1:13-15; 6:221-230). Mager (8:viii, vii) stated it well: "Before you prepare a program, before you choose material, machine or method, it is important to state clearly what your goals are...otherwise...if you're not sure where you're going, you're liable to end up someplace else—and not even know it." This remains true, even if one gets "someplace else" very quickly and efficiently. Mager (8:3) also succinctly stated that "when clearly defined goals are lacking, it is impossible to evaluate a course or program efficiently, and there is no sound basis for selecting appropriate materials... or instructional methods." Hill and Dressel agreed (5:27): "If objectives are to give direction and coherence to the educational process, they must be carefully selected and so stated that they provide bases for selection of materials and methods and ultimately for evaluation."

Although Mager wrote his book primarily for classroom teachers and emphasized observable and measurable student behavior (performance), it is imperative reading for people inexperienced in planning programs and specifically stating objectives and goals for them. He also well demonstrates how performance (i.e., results or outcome) is measured or evaluated according to the criteria (objectives and goals) originally selected.

The following definitions are helpful in program planning. A *purpose* may be defined as "a broad statement of aspiration" (1:13). A primary purpose for any academic advising program is to provide students doing poorly in a class with a qualified tutor.

An *objective* is a more specific statement which, if achieved, will produce progress toward fulfilling a purpose (1:14). Two such objectives at California State University, Fresno, are to gain the confidence and cooperation of school deans and department chairpersons, and to interact with as many Undeclared majors as possible.

A *goal* is a still more specific statement designed to facilitate achievement of a stated objective (1:15). Three imperative goals are to provide useful printed materials, accurate information and sound advice to students.

Finally, a *performance standard* may be defined as "a measurement by which performance can be evaluated" (1:15). Essentially, a good job description clearly states performance standards (i.e., behavioral expectations or observable/measurable performance). For example, a staff member may have the responsibility to train peer advisers or to plan and organize special advising day programs.

Evaluation:

Evaluation in an educational setting has been defined in a variety of ways. Phillips (9:2) defined it briefly as "the procedure used in determining the value or worth of a process or thing..." He later specified that an "adequate evaluation program: must 1) be related to objectives; 2) be comprehensive and uniform; 3) utilize a variety of means and techniques in gathering data; 4) use both subjective and objective means of collecting data; 5) be continuous and consistent; and 6) be functional, practical and understood by all persons concerned (9:11).

Stufflebeam and his Phi Delta Kappa associates (13:xxv-vi) stated that evaluation is an act of "relating performance to objectives," and defined it as "the process of delineating, obtaining and providing useful information for judging decision alternatives." They also stated that evaluation is more than just measurement because it consists both of description and judgment (13:9, 32).

Suchman (14:28) quoted the American Public Health Association's conceptual operational definition:

> The process of determining the value or amount of success in achieving a predetermined objective. It includes at least the following steps: Formulation of the objective, identification of the proper criteria to be used in measuring success, determination and explanation of the degree of success, recommendations for further program activity.

He then quoted Riechen's definition (14:28), "the measurement of desirable and undesirable consequences of an action that has been taken in order to forward some goal we value." The latter definition indicates that one must be willing to deal forthrightly with negative feedback, and acknowledges explicitly that values are definitely involved in any program.

Stake (11:525) also emphasized that both description and judgment are components of the evaluation process which means that values are indeed involved, often competing if not conflicting with each other (including individuals or group promoting them). The evaluator must look for them and assist the program planner in realizing and facing them (12:182; 14:32-3).

Scriven (10) distinguished between "formative" and "summative" evaluation. The former type is conducted in conjunction with developing new programs; whereas, the

latter form is used in assessing the success or effectiveness of existing programs (cf. 3:733 and 7:1).

Regarding the purpose of evaluation, Astin and Panos (3:733) stated that while it involves collection of data about an educational program's impact which can be used many ways, "*the fundamental purpose of evaluation is to produce information which can be used in educational decision making.*" The decision can be to continue, terminate or modify a current program, or to develop a new program.

Weiss (15:4) stated the purpose of evaluation is "to measure the effects of a program against the goals it set out to accomplish as a means of contributing to subsequent decision making about the program..." Therefore, goals must be clear, specific and measurable and furthermore, the measure or definition of "success" should be agreed upon beforehand by the principals involved (15:26; (cf. 13:182). However, the standard or measurement of success may vary between criterion-referencing (absolute standard) and norm-referencing (relative standard) (4:7; 2:100).

Wilhelms (16:4) indicated the test of a successful evaluation program is simply, "Does it deliver the feedback that is needed, when it is needed, to the persons or groups who need it?" This means that even the evaluation process must be evaluated (12:204).

Finally, evaluation should not be a "one-shot", end-of-program event, but should be done periodically or regularly. Data may be obtained in a variety of ways—personal interview, questionnaire, rating scale, staff and student subjective opinions, student performance, etc. Staff performance office procedures, instruments and materials used—all phases of the program—need to be scrutinized. Then, the system must be modified accordingly based upon feedback obtained (6:221-30) with cherished procedures and familiar materials being discarded if necessary.

Conclusion

In summary, if an academic advising program is to have any chance for success, it must have well-defined purposes,objectives and goals.

Secondly, a variety of data must be collected on a regular or continuous basis which are then used in decisions affecting both the immediate functioning of the program as well as its future.

Note: The complete paper first appeared in the Ninth Proceedings of the Western College Reading Association, 1976. References can be obtained by writing the author.

"NON-TRADITIONAL STUDENTS/IDENTITY CRISIS IN POST-SECONDARY EDUCATION"

Presenters: **Mr. James Pietrovito,** Coordinator, Office of Student/Veteran Affairs Nathaniel Hawthorne College, New Hampshire, Extension Program

This session was conducted in an open forum setting. Following some introductory remarks by the Presenter, a process of identifying some basic issues concerning the delivery of post-secondary education was begun.

The Presenter started things off by raising an issue regarding the definition of 'Non'-traditional students or 'non'-traditional programs. Points were made that it is the institutions which have designated what is traditional and/or non-traditional as it suits their purpose. Consequently, the institutions have effected a situation which implies negative connotation to what are currently, non-traditional educational programs or their students. Several participants brought out that an institutional commitment must be established in order to provide a particular delivery system, regardless of whom the targeted clientele might be. By the same token, few institutions, if any, are capable of being all things to all people.

The general feelings of the group seemed to be that the so-called traditional student, the 18-21 year old, white male had become traditional by virtue of his consistant dominance of enrollment. This situation of educational programs and services has been a system of self-perpetuation when one puts it in perspective of cultrual development. Each successive generation of American students has sought a post-secondary educational experience—its credentials and the socio-economic trappings that go along with it. In increasing numbers, however, the most recent generation of college graduates has not found the promise of the "American Dream" at the end of the commencement ceremonies. Therefore, fewer high schools graduates are entering college. This economic reality of lower employability after graduation coupled with a declining population inflation and prices has lead to, at least, financial retrenchment at all of our institutions and disaster at many.

Nevertheless, the steady increase of women and ethnic minorities over the past decade and a half touches off a new developmental stage in our institutions. Additional growth crises are now being faced as more working persons, parents, drop outs, stop outs, senior citizens and others who are not just out of high school with nothing else to do are seeking some exposure to post-secondary education. At this juncture, the group re-affirmed that it is incumbent upon each institution to establish its own particular mission and priorities regarding the clientele it chooses to serve. Strong feeling was expressed that the current model of the American system of post-secondary education was undergoing some significant developmental changes (identity crisis). Therefore, the role of advisors and counselors is increasingly important in order to insure that the needs of a particular student will be met by the institution or one that will meet them should be found for that student.

Valuable thoughts were expressed dealing with the advising needs of students. Some sentiments indicated that there are differences between the needs of the traditional and non-traditional student. The Presenter found support, however, that the differences of the needs in these groups were slight. Essentially the advising needs are the same, however, the chronological age differentiation and the

stage and quality of development experiences by a non-traditional student have definite impact upon the manifestation of his needs, let alone motivational levels.

The session closed with a number of participants sharing some of the programs and practices their institutions are involved with in serving the new student clientele.

Discussion throughout the session was lively and at times excited. Participants expressed positive feelings toward the format of the session.

"THE SELECTION AND TRAINING OF FACULTY ADVISORS IN A CENTRALIZED ADVISING PROGRAM FOR FRESHMEN"

Presenter: **Dr. Elizabeth Finlayson,** Director, Student Orientation and Academic Advising, James Madison University, Virginia

James Madison University has an advising program in which selected faculty advise all freshmen and undeclared students. Advising of upperclassmen who have declared majors is the responsibility of the major department.

Before determining what is necessary to the preparation or training of an advisor for his job, it is necessary to clearly identify the responsibility that the advisor has to the university and to the individual advisee. For instance, our freshmen advisors are university-wide advisors. Although they are faculty members with teaching responsibilities in a department, they do not act as an advisor specifically for that department. They are prepared to meet with any incoming student and advise them in any major. They are informed, before the student arrives on campus, of the major the student has selected. The student is assigned to an advisor in the same department if at all possible. Freshmen advisors also have a requirement to attend an annual one week training program during the month of May. Advising is begun during a summer orientation and preregistration program. Advisors continue to advise freshman students until after the add/drop period in the second semester, at which time those who have declared majors are transferred to a departmental advisor.

Advisors are selected on the basis of these criteria: they are volunteers, they are recommended by their department, and they are selected for School and Departmental balance within the program.

Our advisors are salaried. They receive a summer salary plus additional compensation during the fall. They are advising more students than they would as departmental advisors, they're required to have additional office hours and must spend considerably more time in advising than they would if they were not in the program. Advisors are "rotated." Actually assigned for only one year, advisors may stay in the program for as long as three years if the assignment is mutually agreeable, after which time they are rotated out. Aside from needing to part with some good advisors, this is not a problem; each year we have many applicants from whom we can select our replacements.

While I do have mixed emotions about this rotation policy, the advantage of this policy is that there are more and more skilled faculty advisors going back into departmental advising. They also serve as resource people to other faculty in the department. Many of the department heads set aside one of their departmental meetings to discuss academic advising problems or policies, with the freshman advisor in charge of the meeting.

There are three major areas covered in the advisors workshop training program, and a brief description of that program follows:

Academic Policies and Procedures—using the university catalogue and the advising handbook, developed by our office as texts in my role as Director of Academic Advising, I spend a considerable amount of time going over this material, being sure the advisors fully understand the five points (not often spelled out in the catalogue) of program requirements and changes, grades and retention, attendance policies, procedures for appeals or waivers, course substitutions, testing programs, etc. A set of overhead transparencies is provided for all advisors and

their use is discussed in the training program.

Department Heads—All Department Heads meet with the advisors. This is their opportunity to provide any special information about their programs that they want the freshman advisors to pass along to the entering students. They tend to cover the freshman level service courses offered by their department, and their major programs, with particular emphasis on new majors.

Resource Persons—The chart below identifies those who are called upon to speak to the advisors and the topics they cover.

By the time the training program is completed, the advisors are reacting very much as a team and they continue to function that way throughout the summer orientation program. Additional information or instructions continue to flow freely from this office to the advisors throughout the year, particularly at grade and scheduling time, instructions on meeting with advisees with academic deficiencies, record keeping, any change in academic policies or procedures.

"AN INTRODUCTION TO COUNSELING SKILLS FOR ADVISORS"

Presenter: **Ms. Toni Trombley,** Coordinator, Advising Referral Center, University of Vermont

A warm-up exercise, introduced and led by Audrey Arnold-Orth, opened this session. Its purpose was to bring the participants together, set them at ease, and illustrate the dilemma of students who bring to the advising situation all sorts of viewpoints—their own, their parents', peers', and other significant individuals'. The exercise involved several groups of five members. Each member was instructed to write on a sheet of paper four personal goals. Then, in turn, each person took a position in the center of the group, with the other members forming a square around him or her. The central person assigned to each of the others one of his or her own goal statements. The task for each individual forming the outside square was to consider the assigned goal, then to persuade, implore, cajole, etc., the central person to accept that particular goal as paramount, far more important than the goals assigned to the other participants. There were no restrictions on who could talk at what time, or on the means of persuasion to be used. The only restriction was that the person at the center could not respond, either verbally or through any other means such as head nods or facial expressions.

The participant in the center was bombarded and confused by the cacaphony of voices and persuasions, an experience made more frustrating by an inability to respond. It was felt that this kind of participatory experience would assist individuals to identify with the problems and needs of students they advise. It would also help them be receptive to learning and refining skills necessary in advisor-advisee interaction.

Following the introductory exercise, Toni Trombley introduced and discussed the counseling activities and skills basic to effective advising communication.[1] What follows is a summary of her presentation.

INTRODUCTION: The way in which the advisor's attitudes and feelings are perceived by the student is far more important to effective advising than any particular theoretical background or technique employed. The advisee's perception is crucial to effecting desired outcomes and can't be manufactured. That is, the advisor must believe in the value of academic counseling and its potential to aid the student's educational development and life. The techniques and activities that follow are necessary to establish the advising relationship, and will invariably establish the tone for future encounters with the advisee.

ATTENDING ACTIVITIES: There are several important components to the advising skills. These include posture, the use of eye contact and verbal behavior. These activities convey important messages to the student about yourself and demonstrate to the advisee your interest in and respect for what he or she may say. They also serve to create an environment where maximum information can be transmitted.

The posture assumed should connote physical relaxation, an easy, natural attitude, without being overly relaxed. An overly relaxed posture may be seen as a lack of attention to the situation, and it may also make it difficult for the advisor to listen intently enough. On the other hand, a stiff, rigid posture will tend to be modeled, and then the advisee will not be at ease with you. Attention to posture also includes placement of chairs, how you sit in relation to the advisee's position. Be aware of artificial barriers to communication

e.g., a desk or table between you. Ideally, you can alter the counseling environment so that your chairs are at about a 60-degree angle, or both face the corner of a desk or table. This posture—relaxed, natural and angled as described—is seen as supportive. It promotes the free flow of information in a tension-reducing atmosphere.

A related activity involves the use of eye contact. In order to establish eye contact with your advisee, you must look at him or her and "meet eyes" at the start of your interview. It is important for you to initiate this activity and maintain it - but not to stare. Eye contact can be overdone, if it leads to staring or locking eyes with intensity. Such rigidity and intensity will only make the advisee less comfortable, more tense, and it will be more difficult for him or her to talk with you. Occasional eye contact would seem to be more natural.

When considering chair placement, posture and eye contact, you must be sensitive to the amount of space each individual requires around him or herself to be comfortable. This varies with the individual, but your sensitivity will help establish rapport. It is then important for you to be able to adjust the distance between yourself and the advisee in order to maintain rapport and a feeling of support, particularly when the student is experiencing some stress in communication.

The last activity to be discussed involves the advisor's comments directly following from an advisee's statement. Verbal responses imply that the advisor "picks-up on" the advisee's topic and helps him or her develop that topic, rather than introducing a different train of thought. The importance of this response in initial contact sessions needs to be emphasized. Staying with the topic introduced by the advisee does two things: first, it communicates your respect for what the advisee wants to discuss; and second, it communicates your interest through your attempts to understand the situation as it is described. Once the relationship between you has been established as one of acceptance, you can assist the advisee to focus his or her attention on other topics.

The above attending activities are crucial to initial contacts. Impression formed by the advisee at this juncture—including your general receptivity, ability to help, and interest in the advisee's particular concerns—characterize further interactions.

SPECIFIC BEHAVIORS: These include Open Invitation To Talk, Reflection of Feelings, Minimal Encouragements, Paraphrasing and Summarizing.

The advisee usually comes to the session with something he or she wants to talk about. Initially, your task is to provide minimal structure so that you can promote the advisee's self-exploration. Your interaction shouldn't be an interrogation, but it too easily becomes so. We are all skillful at asking questions that can be answered with a yes or no. Such closed-ended questions have their place, in straight data collection, for instance, when you have an advisee who talks non-stop. Closed questions (e.g., Are you married? Are you a Sophomore? Are you doing well in school?) provide limited opportunity for developing an understanding of how the advisee may be coping with student life. Let's use a specific example:

Open-ended Q: Tell me a little more about your classes.

Closed Q: Are you doing well in your classes?

In the first example, you will more likely obtain a response unbiased by what the student thinks you want to hear. In the closed question, you may only obtain a yes or no. Most close-ended questions are also leading, in that they imply a certain standard to either refute or confirm (doing well? yes/no). When people respond in monosyllable, it is difficult to help them weave the sequence of events necessary for your comprehensive understanding. The active/passive relationship established by closed question patterning will become frustrating, as the advisor strives to fulfill his/her established role with continuous new questions. Remember, the advisee can always respond "yes", "no", or "maybe" and other varieties of that pattern, but you will quickly run out of questions.

The use of "minimal encouragements" is the second basic counseling behavior to include in your repertoire. Proper use of this skill requires that the advisor provide little direction or intervention and that he or she says very little in response to the advisee's statement. Some examples of useful minimal encouragement are: "Go on"; "And then?"; "What happened next?"; "Give me an example"; and "Umm-hmmmm?" Repeating a key word or words is also helpful. Encouraging elaboration by repeating key words such as depressed, hard, happy, frustrated, lonely, etc., helps lend concreteness to hypothetical concepts or words with multiple meanings.

Let's turn to reflection of the advisee's feelings. When employing the skill of reflecting feelings, the advisor is intuiting from the advisee's emotional experience. The advisor conveys his or her understanding of that emotional state to the advisee, as in the following example.

Advisee: All I keep thinking is, man, you really blew it!

Advisor: You sound pretty discouraged with yourself right now.

This feedback remains tentative until the advisee either confirms or corrects its accuracy. It may be that he or she was not feeling discouraged but *enraged* by the experience. It increases sensitivity and understanding of the advisee's experience, and leads to the advisee's desire to continue his or her self-exploration. When accurate, your feedback provides relevant information about the advisee's emotional experience.

Although your reflection of the advisee's statement may include some message content, it doesn't have to. By itself, it serves as a perception check, thus giving you an opportunity to see if you really do understand what the client is experiencing. It also indicates to the advisee that you are being attentive to him or her, while promoting freer expression of thought.

Paraphrasing is similar to feeling reflection, in that it serves as a perception check. It also helps highlight certain issues and clarify confusing content. When paraphrasing, the advisor picks up on the essence of the advisee's message. The paraphrase should be concise and convey understanding of thought, in fewer and different words.

Advisee: One moment he is nice to me, and the next thing I know he won't talk to me.

Advisor: You sometimes wonder what he really thinks of you.

A summary is another extremely helpful tool for you to use. The difference between a summary and a paraphrase is in the temporal period involved. When paraphrasing, you are essentially repeating one or two immediately preceding statements. In the summary, however, you are tying together several thoughts and integrating them into brief sequence. You might start your summary with statements such as:

Let me see if I understood what you were saying...

To summarize...
...is that how it happened?

The summary can be used at any point. It is frequently used to break an uncomfortable or non-productive silence. It is also used when advisee statements have either been lengthy or rambling, and you or the advisee have become lost or are having difficulty integrating thoughts. It also provides an opportunity to review and assess progress while serving as a stimulus for continued exploration. From the advisor's summary, the advisee can formulate a mental picture of the information that he or she has shared and the manner in which the thoughts have been understood.

CONCLUSION: Learning to effectively use these skills requires practice. The suggested format during the workshop was to form triads, and in a round-robin style take turns as observer, advisor and advisee. Advising situations should be role played. The observer makes note of the advisor's communications style, noting particularly how and when and how frequently the advisor uses a basis skill. An assessment of body language is also made. Feedback should be immediate, before individuals change roles. A time limit should be placed on each step in the process. The ideal practice situation allows time for modeling, practice and feedback on each attending activity and behavioral skill separately before attempting to integrate them in a role playing exercise.[1]

[1]Ivey, Allen, *Micro Counseling: Innovations in Interviewing Training*. Springfield, Ill. Thomas, 1971.

"THE ASSESSMENT OF ADVISING"

Presenter: **Dr. Howard C. Kramer,** Division of Campus Life, Cornell University

The terms "assessment" and "difficulties" may be synonymous for one usually experiences them conterminously. Assessment in advising is difficult because one must simultaneously manage the problems associated with working with individual advisors as well as those problems associated with the aggregate of advisors, the system of advising. The evaluator must attend to the need and goals of individual advisors and of the College or University of which the advising system is a part.

A related, but contributing factor, is that evaluation may be of two types; formative and summative. Formative evaluation is developmental in orientation, that is, it is designed to aid the individual to learn, grow, and develop. Summative evaluation, on the other hand, is designed to gather information for the purpose of making decisions about personnel. A continuing problem for evaluators is that of deciding, making clear to others or being consistent in performing one or the other type of evaluation without overlap, confusion, or conflict of interest.

This presentation will focus on formative evaluation designed for faculty advisors who, with minimal assistance and support, may be able to upgrade their advising practice and outcomes.

One approach in assessment is to focus on the discrepancy between faculty advisors' self-description, and the descriptions provided by the student advisees. This procedure is based on an assumption that faculty, when faced with such discrepancies, will experience dissonance that will motivate them to improve their advising practices and to alter the consequences of their advising efforts.

The evaluator may gather information from advisor and advisees about 1) what is considered important to advising, 2) what the faculty member does in advising and, 3) what outcomes may be used by the advising coordinator to help the advisor to consider the degree of congruence between advisor report and advisee experience. As such, the coordinator works as a consultant to the individual faculty advisor, helping each explore, discuss, or alter various aspects of their particular approach to advising students.

The reader should be forewarned that persons, generally, have three ways of reducing dissonance. One is to discredit the source, in this case, student advisees. Second, to accept the reality of the discrepant information, but to downplay the importance of any implications or consequences that may be associated with such information. For example, the advisor may acknowledge the validity of advisee reports of advisor ineptitude, but downplay potential consequences for the advisor. Third, persons attempt to reduce dissonance by changing their behavior and the types of outcomes or consequences that generated the dissonance-producing information. This latter method of dissonance-reduction is what one hopes advisors will choose.

I anticipate that advisors may be convinced to select this option if appropriate normative data about advisor behavior and advisee reports are available for consideration and discussion, that is, if faculty are presented with data which suggest certain advisor behaviors are associated with advisee perception and evaluation of advising outcomes, then faculty have both information about what to change as well as what to expect or predict as a consequence of such change.

As mentioned earlier, the advising coordinator provides a

consistent consultant relationship for the advisor. Within this framework, the coordinator provides a degree of support and encouragement to help faculty monitor and improve the quality of advising provided.

Data gathered about advising from advisors or advisees has several uses. First, such data may be useful to orient either party to the wishes or expectations of the other. To wit, the initial meeting between advisor and advisee may be assisted if some time is spent discussing what each hopes, expects, and wants from the relationship. Second, procedures to gather information may be used to provide feedback to the advisor. This feedback may be scheduled at various times, part-way through the term, at the end of the term or year, or later as a followup of advising. Third, because this approach is one that focuses on the relationship between advisor behavior and advising outcomes it facilitates development for the individual advisor, and for the system of advising. In the former instance, the coordinator has a means of communicating with the individual advisor about the relationship between advisor practice and advising outcomes. Individual faculty may be helped to assess their advising, be given a framework and a vocabulary with which to analyze and discuss those components of behavior that make up advising, and given direction and support for decisions made to change and to improve that part of their advising practice they judge in greatest need.

At the system level, the coordinator has a mechanism that is used to describe and assess the entire advising service system. The information may be used to design the recruitment and training of faculty advisors, to assess how advising service matches advisee need and to describe the working and products of the advising system to others in the college or university.

Finally, such data-gathering procedures may be used in research as either a dependent or an independent variable. In either case, the existence of procedures that quantify some of the aspects of advising make it possible to systematically explore those factors that contribute to, or result from, effective advising practice.

One word of caution. Within the formative evaluation paradigm, the advisor is the client, as such, the data gathered is held in confidence by the evaluator. One may expect that advisors will volunteer to engage in evaluation of their advising practice only if they are assured that they have control of the information. To the extent this is not the case, the evaluator or coordinator must be explicit about the ground rules about who will do what and when. If the coordinator is also responsible for reporting information about advisors and advising to other influential persons in the institution, then the advisor must be informed before data-gathering takes place about what may or will be done, and what persons or office will have access to the data obtained. After all, one may assume that assessment will facilitate the professional development of faculty advising only if assessment itself is handled professionally.

"CHIEF DEPARTMENTAL ADVISORS: A POLICY ALTERNATIVE TO CENTRALIZED AND DECENTRALIZED ADVISING SYSTEMS"

Presenters: **Ms. Alleen Deutsch,** Assistant to the Dean, College of Arts & Sciences, Miami University, Ohio
Dr. Elizabeth Rogers, Associate Professor & Chief Departmental Adviser, Miami University, Ohio
Dr. Derrell Hart, Associate Dean for Residence Learning, Miami University, chairperson

FORMAT.

A case study was used in the workshop to stimulate participants' discussion of common academic advising problems. The workshop concluded with the presentation of how one institution has addressed these problems.

PART I.

A generalized case study on academic advising was presented that outlined a number of the major advising complaints commonly faced by faculty and students on nearly all college and university campuses. For example, faculty complained about too much time wasted in record keeping, delays encountered in obtaining necessary records, the "bunching" of advising duties at the time of preregistration, uneven advising loads, etc. Similarly, students complained that advisors are not familiar with procedures, programs, requirements, that they make no efforts to contact their advisees, or do not even know who they are; that advisors are impersonal, not interested, or apathetic toward their advisees, etc.

The workshop participants were asked to discuss the problem by:

1. Identifying as a group the basic strengths and weaknesses of both a faculty centered decentralized system and a centalized advising system.
2. Choosing an alternative for the case study institution from the following:
   a. Modifying the system, keeping the faculty central to it but providing support systems for students and faculty;
   b. Removing the faculty from the system and appointing professional advisors in a centralized office; or
   c. Continuing the system but trying to strengthen it by developing incentives for better faculty advising.

Following the development of a lengthy list of strengths and weaknesses of centralized and decentralized advising systems by the workshop participants, it was concluded that whatever system was in existence had shortcomings and problems associated with it.

PART II.

Following the identification of the benefits and weaknesses of these dualistic approaches to academic advising, a presentation of a moderate or "compromise" approach to improving a faculty based advising system was offered. It consisted of the following:

1. Strengthening the divisional advisory support services.
2. Designating a chief departmental adviser within each academic department to assure responsibility for departmental coordination and liaison with regard to advising functions.
3. Focusing academic departmental advising services on departmental and career concerns, leaving divisional and all university requirement advising to the

divisional deans' offices.

Emphasis on the "chief departmental adviser" concept and its advantages, limitations and problems was presented from an administrator and faculty perspective. A description of the current status of the C.D.A. system at Miami University and the continuing questions surrounding it was distributed to the workshop participants. (See below)

The complete outline of the plan for the workshop, including results from brainstorming sessions during the workshop is available from:

Derrell Hart
111 Warfield Hall
Miami University
Oxford, Ohio 45056

CONTINUING QUESTIONS ON GENERAL INSTITUTIONAL POLICY AND IMPLEMENTATION OF AN EFFECTIVE C.D.A. SYSTEM

The following policy questions are suggested as types of considerations to make regarding the implementation of a C.D.A. system.

1. What are the norms, philosophy, educational mission of the institution? Are they supportive of such a system?
2. What "type" of institution is considering the system, e.g. two-year/four-year institutions; large numbers of part-time/adjunct faculty?
3. What sort of decision process or policy making body recommended or approved the system? The process itself must be authoritative and legitimate?
4. Should/are faculty "accountable" for advising?
5. Who/how is the C.D.A. selected within the department?
6. What is the larger institutional advising system, if any? What students are "serviced" by the system?
7. Has the system been institutionalized?
8. What are the faculty perceptions of the "desirability" of assuming advising functions?
9. What sorts of incentives/rewards are available for recognition of the advising functions?
10. Are students, other faculty, staff, making use of the system?
11. How much turnover vs. continuity is there in the system?
12. Do students actually have access to the advisor, e.g. is the adviser available at designated office hours?
13. Are student records readily available and up-to-date?
14. How are the questions of follow-up and evaluation of the program and advisers handled?

CURRENT STATUS OF CHIEF DEPARTMENTAL ADVISER SYSTEM AT MIAMI UNIVERSITY

STRENGTHS AND WEAKNESSES

1. The C.D.A. system began in 1972.
2. The C.D.A. system has been institutionalized. An up-to-date publicized list is available each fall.
3. The C.D.A. system is formally supported only at the department level. The amount and type of departmental support varies.
4. Although there is no apparent reward at the promotion/tenure level, there is no evidence that the performance of the role of C.D.A. "harms" faculty in relation to promotion.
5. The "success" of the system is attributable to four factors: stability of the C.D.A. representatives in that function, orientation programs developed for the new/continuing C.D.A.'s each year, recognition of the C.D.A. service and "job well done," use of the C.D.A. as an expert resource by students and faculty.
6. The availability of the C.D.A. can not be legislated. The C.D.A. is generally most familiar with departmental requirements. The amount of work load of the C.D.A. varies greatly with the size of the department, number of majors, and the complexity of graduation requirements.
7. Since the department appoints the C.D.A. internally, the ultimate success or failure is uneven.
8. The development of a Council of C.D.A.'s is desirable. The Council would revise and update the adviser's handbook, distribute advising literature from departments, handle petitions and summer registration.